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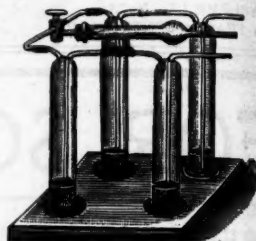
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A Weekly Journal of Education.

Vol. LX.

For the Week Ending April 21.

No. 16

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Artistic Culture Epochs.*

By MAXMILIAN P. E. GROSZMANN, Ph.D.

If it is true that the child's standard is not that of the adult, we must not judge of a child's form of expression from the standpoint of the adult. What may mean nothing to us means very much to the child. In other words—we must estimate the work of a child, and render suggestion and direction on a psychological basis, recognizing the fact of psychological evolution. The child's power to see things, to understand things, and to reproduce things, is limited, and his ability to control his finest adjustments of muscle and nerve to produce exact results is growing at a very slow rate.

Compare a photograph with your mental image of some well-known scenery. Ordinary photographs are as a rule disappointing; they contain details of whose presence you were hardly aware and which disturb the harmony of your impression, and obscure the very things that you are interested in, which look much smaller and more insignificant than your living memory pictures of them. The reason is obvious: a photographic camera is a mechanical eye which records in a mechanical manner; but the human eye is the organ of mind; we do not see with our eyes, we see with our mind. What is of no interest to us we hardly see at all while those objects on which our interest is focused stand out boldly, and really out of natural proportion. And again, an often very indistinct visual image may call up very distinct mental images or memories. Thus we supply from our memory many details which in fact we do not see at all. The well-known doctrine of apperception renders this phenomenon easily intelligible.

Suppose you sail on the high sea; in the distance there appears a small dark spot; the object comes nearer—you recognize a steamer crossing your path. You see the smokestack and the bridge; you even imagine to see the people moving about on her deck, and you notice a great many details. Take a photograph of the steamer—ever so large and distinct—and you will see none of these details. You had supplied them from your stock of previous experiences—you saw them with your mind's eye, because you knew they were there. But your physical eye perceived nothing of the kind.

This shows that we *interpret* what we see according to our greater or lesser stock of previous experiences; that we magnify objects which are familiar, or of interest to us, that we single them out, while unfamiliar or uninteresting objects remain in the background.

As in describing a scene or an occurrence, different persons will give different accounts—thus artists will produce different representations of the same scenery. The reason is: they were differently impressed. With their mind's eyes they saw different things in different relations. Art, then, is not a mere recording of so-called facts, but the expression of an individual attitude.

It seems very plain, then, that *children* will represent things in quite a different way from that of adults. They will see with the minds of children, not with the mind of an adult. Things that interest them most, the appearing unessential to us, will appear most prominently, even magnified, and their knowledge of the quality or

structure of objects differing from ours, their pictures will differ. But here is a key to the situation: like primitive people, they will often record in their pictures all they know of an object, even tho they do not see these details, and even tho according to the laws of perspective, they could not possibly see them from their standpoint as observers. Fragmentary and unharmonized, unconscious of law and order, as their thinking is, their pictures will be a conglomeration of unharmonized representations which to our cultivated and trained minds may appear very bungling attempts at art. Yet, we must judge them on their own merit, and understand the child's standard and stage of development.

Pictures are Symbols.

Then, art expression is in its very nature symbolical. If you look at a bold pencil drawing where a very few telling lines indicate to you a hill with trees, a cottage on top, and the sea in the background, the sketch means something to you, not because it is an exact copy of nature, but because the art of the designer has conjured up in your mind memory images of hills and trees and the sea. You paint the bare sketch with all the colors of life, drawing upon your own previous impressions. Or, rather, the drawing opens up an avenue of thought to you; thru it, as it were, you view distant scenes as once they have been present to your enraptured eyes. No matter whether the artist would add color to his sketch, the most glorious painting is but a symbol of what it represents. By a skilful arrangement of color effects we are *reminded* of actual sense-impressions and our memory supplies what a picture can never exhibit. We *interpret* pictures, as we interpret the image of real things on our retina, by what we see with our inner eye.

Symbols are all more or less conventional, and if art is symbolic in character, it must use conventional ways of expression which only the initiated can fully appreciate. It may be difficult for us to realize that our masterpieces of art employ conventional symbols needful of interpretation. And yet, this is an indisputable fact, even tho we may admit that art has reached a perfection which makes it a much more ready vehicle of thought than it has been on any previous stage. Egyptian paintings may look very awkward to us, but to the ancients they meant as much as a modern painting does to us. Our modern pictures are not readily intelligible to a savage, or a young child. Furthermore, the difference in artistic taste may, in the last instance, be explained by the fact that there are individual differences of interpretation: that the symbols of one are not those of another—that one way of painting a picture may not as readily call up mental images in the minds of some individuals as another.

Individual Modes of Expression.

All this means simply that there are individual attitudes in art expression and art appreciation. Applied to children's work, it signifies that we must respect their individual mode of expression even if it be difficult for us to understand it. And there is a deeper reason for judging of children's productions in this sense, on their own merits.

The symbolism in artistic expression is manifestly not an arbitrary thing—it is not manufactured or invented, by some artist, or clique of artists, except in extraordinary cases. It represents a mode of thinking; it corre-

*Abstract of paper read before the Child Study Section of the Wisconsin State Teachers' Association, at Milwaukee, Dec. 27, 1899.

sponds to an attitude of the mind, to its degree of ability to apperceive and interpret the world around it. The form in which the artistic idea expresses itself, is a *growth*, as is language.

Laws of Growth.

Growth, however, is subject to eternal laws, and its subsequent stages are determined by the working of these laws. It is exceedingly interesting to study the stages thru which our race has passed in art expression. It is a long way from the art of the savages, thru Assyrian and Egyptian to Greek and Roman art, and from there to our times. And there are detached branches, or separate saplings, that had their own growth, as Chinese and Japanese art.

The true significance of the conception of art expression as a growth, subject to biological laws, will reveal itself to us if we remember that there is a close parallelism between the development of the soul of the individual and that of the race. A child passes from birth to maturity thru a series of stages, or periods, each of which is, in a general way, a revival of an epoch in the history of civilization. He passes thru the same stages of mental development thru which the race has passed. This sequence of mental culture epochs is only the spiritual side of a well-known biological phenomenon, viz.: the evolution of the human body from its incipient embryonic stage thru a series of forms which closely correspond to the characteristics of lower forms of life, until finally the mature human form is perfected.

These mental culture epochs in the development of art expression, from childhood to adult age, are easily discerned by the observant eye. Here we have the proof that the deeper cause of difference in the form of artistic expression between the child and the adult is due to biological laws, even tho we do not yet understand the psychological process. Some experiments which it has been my privilege to make, have demonstrated the fact of this condition beyond reasonable doubt.

An Experimental Study of Children's Drawing.

These experiments were made at the Ethical Culture Schools, New York, in 1894, for the purpose of ascertaining in what measure children's drawings would correspond to savage and Egyptian drawings of the same or kindred themes. In Egyptian work, all objects are so drawn as to expose their characteristic side to view. The ground, roads, meadows, ponds, are drawn as they appear from above; a man standing on the opposite side of an oval pond looks as if he were placed on a blue bag. Here is an Egyptian picture: a pond with palms in front and back. The artist paints the pond, rectangular in shape, lined in with yellow sandstone, just as if he were drawing a diagram, or working drawing of it. On the side of the pond towards the observer there stand three palm trees, on the opposite side only two. Consequently three are drawn in front of the diagram, the other two, as it were, behind, and partly hidden by it. The pond appears woven in between the two rows. As the trees are of about equal height in nature, they are drawn equally high.

In the experiment the pupils of all classes were told to draw a pond with trees in front and behind; the

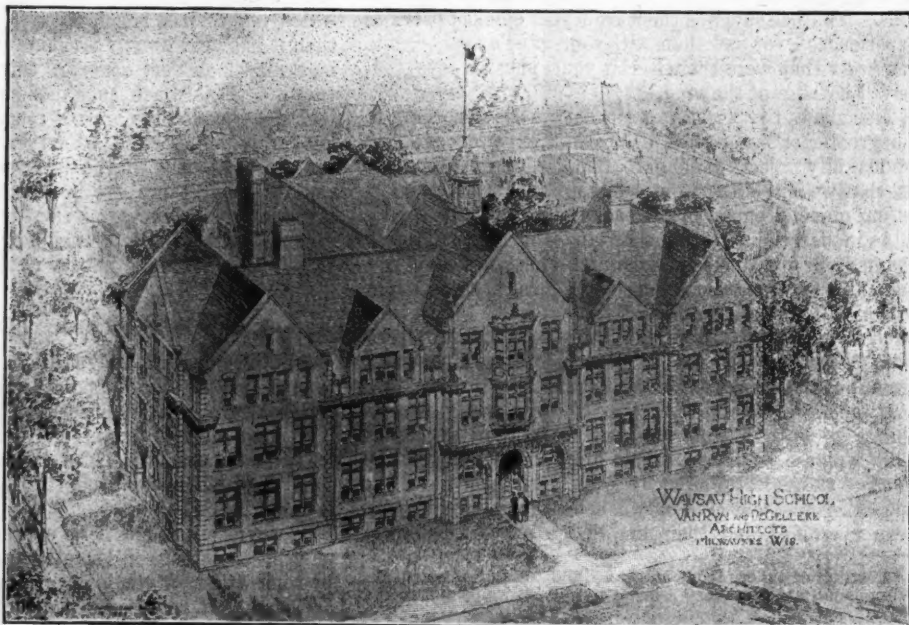
oblong form was mentioned only to those classes who would clearly understand this direction. No child drew the picture exactly in the Egyptian manner, as was to be expected, inasmuch as the Egyptian picture was apparently the result of some traditional conventionalism. Five groups could be distinguished. The most immature method showed a radial arrangement of the trees. This method was characteristic of 43 per cent. of the kindergarten pupils; but some pupils were found in every class up to twelve years of age, who had not advanced beyond this primitive stage of representation. In the second and third groups the pond was drawn strictly rectangular, as in the Egyptian drawing. About 50 per cent. of all drawings were of this kind. Group II. had the trees arranged in various symbolical ways with which the method of a picture record of an Ojibwa Chant (Of Report of Bureau of Ethnology, 1888, p. 245), meaning "It is growing, the tree," may be compared. The symbol represents "Mide wigân (the medicine lodge) with trees growing around it at four corners" (in the drawing they are represented as standing on the top edge of the oblong representing the lodge!).

In group III. the trees are drawn in natural position. Another group shows the rectangle of the pond drawn more or less in perspective; and the fifth, comprising only the maturest children, drew a perfect landscape.

Another set of drawings was based upon two other Egyptian pictures. One shows Egyptian prisoners of war making bricks; the bricks are arranged in rows on the ground, not in piles, as may be supposed from the method of representation. The five groups in the other (coffin makers), tho drawn one above the other, each on a separate base line, must be considered as being located behind one another. The two pictures illustrate the principle in Egyptian drawing that objects whose real position is *behind* one another are drawn *above* one another; whatever the artist knows is there is exposed to view according to this principle, even tho in reality one group may cover up the other, whole or in part.

In the experiments at the Ethical Culture Schools, the pupils were invited to draw a picture, representing a shoemaker on this side of a road and a carpenter at work at the opposite side. The majority of the children, way up into the higher grades, solved the problem in true Egyptian fashion. The test was repeated recently in a primary grade of the schools at Menomonie, Wis., with exactly the same result.

Other experiments had reference to free representations of the human figure in any posture or situation, in clay. The statuettes thus produced by the children reminded one very strongly of Assyrian statuettes, of



The new High School at Wausau, Wisconsin.

which there may be found a large and interesting collection at the Metropolitan Museum of Art in New York.

Parallelism of Culture Epochs.

The parallelism between the work of children and that of savages and ancients, as demonstrated by the experiments of which there has been given a brief account, is certainly very striking. We may observe that the same biological laws that have governed the working of the human mind in the race are still at work in the evolution of the child mind from infancy to adult age, and shape the child's artistic expression. All children pass thru a sequence of epochs—not all thru all, perhaps, or not all in exactly the same manner. This difference is determined by different sets of hereditary or environmental influences. Some may, in this form of expression, never develop beyond the savage stage, while they will represent modern culture in other forms. With others it may be just the reverse. But we learn from this at least that we must take the children at their own terms, and judge their work from the standpoint of psychological evolution.



Children's Valuation of Money.

An investigation which by many will be regarded as singular was conducted recently in the Cleveland school of St. Paul, Minn. It had for its purpose to determine in general the notions which children have of the practical uses of money. The work was undertaken on the endorsement of Supt. Smith and the board of education, under the direction of Prof. Wm. E. Ashcraft, of the Chattanooga Normal university, who is making a specialty of the study of children and the effects of environment upon them, both for pedagogical and sociological purposes.

The investigation was prompted by an opinion expressed last fall by an Eastern educator to the effect that children in general spend money falling into their hands for candies and toys, and that they have no sense of its practical value, because they are not taught how to spend it. Such a condition, if true, Professor Ashcraft regarded as indicating gross omissions on the part of teachers and parents and society in general, and his conclusions based on this investigation, because of their practical bearing, make interesting reading.

Character of the Inquiry.

Lists of questions were furnished by Professor Ashcraft which the children answered in writing. The purport was to determine the child's estimate of money acquired (1) by gift, suggesting partial restraint as to spending; (2) by earning, the most difficult means of obtaining; and (3) by finding, involving least difficulty. These questions were asked:

If you are given money, about how much each week?
If you earn money, about how much each week?
What do you do with your money?
If you ever found money, what did you do with it?
If you had a dollar to spend as you like, what would you buy?

To facilitate in the study of the data, each child was asked to give his age, school grade, and the occupation of his parents.

In order to test and compare the effects of any sociological conditions that might appear in different localities, the same questions were submitted, at about the same time, to the children of one of the schools of Knoxville, Tenn. Answers were made uniformly by all the boys and girls, in both schools, from the third up to and including the eighth grades. The total number of children reporting were 1283.

Basis of Classification of Data.

In considering answers to questions concerning money that had been earned or found by children, or given to them, "useful" or "not useful" disposition of it was

determined on the basis of whether it was spent for candies or toys, or put to more worthy uses. If spent for the former, the disposition was classed as "not useful." Prof. Ashcraft says, however, that while this basis is the only one that can be taken, he does not regard it as entirely safe, excepting for the study of tendencies; for carefully selected toys are not only permissible but essential. If the disposition expressed was for practical articles, or to "save it," or "put it in the bank," or "spend it for useful things," it was classed as "useful." If the interest of the child was divided, as in the case of the lad who "found a dime and spent a nickel for candy and a nickel for meat," the tendency was regarded as practical, and was likewise classed as "useful."

Classification of answers to the question relative to the spending of a dollar as the child likes, was made on the same basis as that taken for the other questions; but all answers that did not name specific articles were ignored.

The Conclusions Drawn.

In making the generalizations Prof. Ashcraft classified the children of the two schools both together and separately, and made tables by grades on the basis of "useful" or "not useful" notions as to the uses of money; also on the basis of the occupation of parents, whether professional or laboring.

It was found that of the 1283 children reporting, 62 per cent. earned or were given money, or both, in amounts ranging from five cents to two dollars per week. Of those who thus received money, 57 per cent. made useful disposition of it, and of the 256 children who had found money, 28 per cent. put it to useful purpose.

A noteworthy characteristic of the answers to the question relative to finding money was that 64 per cent. of those who had done so expressed having made attempt to restore it to the loser, and that 82 per cent. of those who had not found money stated that if they should do so they would "try to find the owner;" or "put it in the paper," if a large amount; or "give it to the principal or teacher," to be restored to the owner. Prof. Ashcraft regards this as indicating the honesty of children in general, and as furnishing a point for the explanation of the materialists who look upon the child as a little savage, and upon boyhood and girlhood as a period of low moral tendencies.

Of the 967 children who gave specific answer as to what they would buy with a dollar if allowed to spend it as they pleased, 62 per cent. would invest it in useful things such as clothing and books; 30 per cent. would buy articles not useful; 3 per cent. would use it for benevolent purposes, such as relieving the poor, and 5 per cent. would buy presents for their friends.

St. Paul and Knoxville Data Compared.

On studying the data of each school separately, Prof. Ashcraft found that of the children in the Knoxville school, 44 per cent. make useful disposition of money earned or given to them, while of the children of the same class in the St. Paul school, 69 per cent. expressed useful disposition. Under the classification "money found," the useful disposition was 24 per cent. at Knoxville, and 39 per cent. at St. Paul; while under that of "spending a dollar as they please," the useful disposition at Knoxville was 54 per cent., and at St. Paul, 81 per cent.

Argument for School Banks.

This difference of something like 25 per cent. in the average tendencies of the children of the two schools. Prof. Ashcraft was not able to until he obtained additional information. This information was to the effect that, in the St. Paul school, a plan of provident savings is practiced under the supervision of the board of directors of associated charities of that city, and that a considerable sum is deposited by the children who invest their savings in stamps and draw the money as they desire; while at Knoxville there is no organized provision

for encouraging the saving of money by children.

Prof. Ashcraft regards this difference, taken with the child's tendency (shown by this investigation) to put a dollar to better use than smaller amounts, as pointing towards the practicability of sustaining penny savings banks in connection with public schools in general.

In the study of tendencies of children of professional and laboring parentage to spend money usefully or not usefully, no important differences were revealed.

It was found that the percentage of useful disposition increases almost uniformly from the fifth to the eighth grades inclusive. Prof. Ashcraft suggests that this is probably due to two causes; namely, that a large percentage of children of prodigal tendencies unfortunately drop out of those grades; and that, other conditions being favorable, the child's practical tendency increases as he grows older.

It was found also that the practical disposition of those children who earn money, whether thru employment or running errands or doing work at home, is greatest; and that money acquired most easily is spent with much prodigality.

The investigation as a whole makes contribution and suggestion to pedagogy in so far as tendencies and dispositions may be modified and shaped in the class recitation, but it is to the student of sociological problems, that it is probably most interesting and valuable.

Methods of Teaching Sight Singing. VI.

By FRANCIS E. HOWARD, Supervisor of Music, Hartford, Conn.

In this article I wish to call attention to some fallacies in teaching music peculiar to school methods. Take the subject of rhythm for instance. The practice of studying the time or rhythmic element of songs and exercises as a separate element is almost universal. Classes in some schools recite a series of syllables, called time names, which are fitted to the mathematical time values of the successive notes that make up the song or exercise. In other schools the pupils count for the time values of the notes, much as piano pupils often do when playing, and some supervisors emphasize these rhythmic recitations by drumming or beating time with the hand. Now pupils must certainly know the time values of the notes in any given melody in order that they may sing them correctly; but neither in the past nor in the present have any other teachers of music made such a pother over this simple matter, as have teachers of music in schools.

Think of it a moment, please, and tell yourself frankly how much time need be given to teaching the few and easily understood facts about the mathematical time value of notes, and such combinations of notes as are common in vocal music.

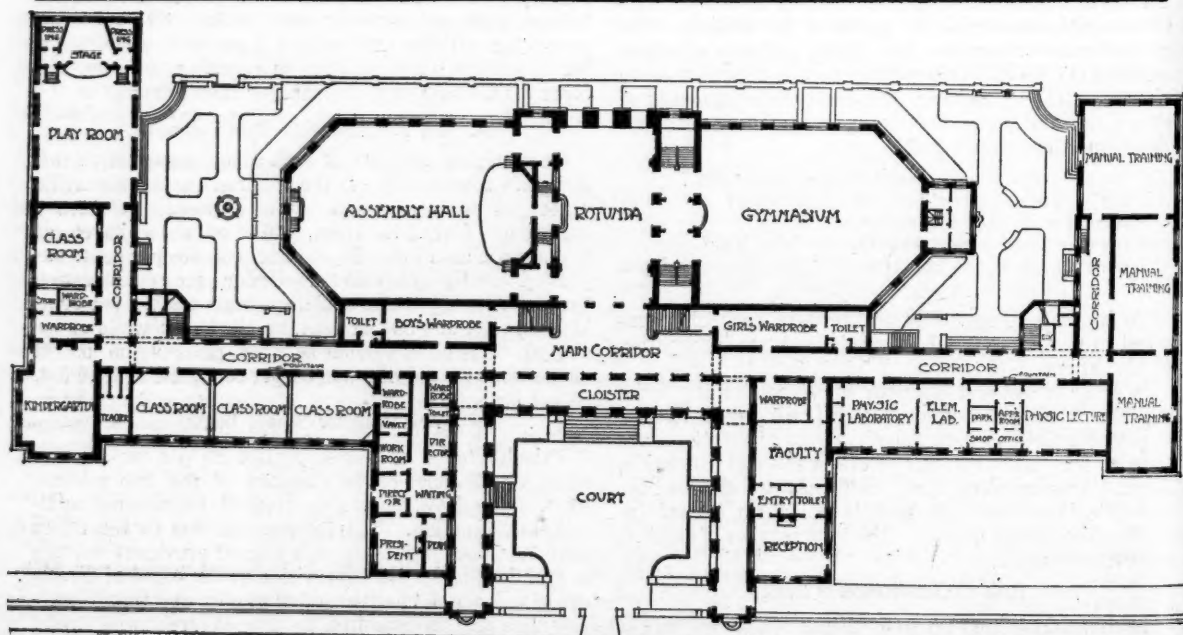
But it will be said that this is not the object of the rhythmical recitation. The pupil is supposed to be able to sing the notes of a given melody correctly, so far as their time values are concerned, because he has already mastered these time values in a spoken recitation.

Admitting that this is true, still the time spent in the recitation of time names is wasted. If a pupil can at sight, time-name the notes of an exercise correctly, then he might as well proceed at once to sing them without delay. If a child cannot time-name any note or group of notes correctly, it will be as easy to teach him to sing them with the right time values, as it will be to teach these values in some form of speech names.

But to return to the proposition that pupils will sing notes in correct time as a result of reciting them in time-names or by count. Do they? Let each teacher answer this question, if it is of interest. Is it a fact that classes which have given the time-names with perfect accuracy, invariably sing the notes correctly? The real truth is, that the whole scheme of teaching rhythm separate from melody is unwise, unnecessary, and a waste of the pupil's time and attention. As said above, it is a plan of work peculiar to school music, and nothing like it is used by choir leaders, chorus directors, singing class teachers, voice trainers or other teachers of vocal music, or ever will be, for they cannot afford to throw away valuable time and effort. Time values of notes are learned in vocal music by singing them as they occur in melody. In like manner the instrumentalist learns by doing and not by talking.

Rhythm.

It is true that rhythm may be taught, felt, and physically acted entirely independent of melody, or of any musical sounds whatever. Rhythm is so universal an attribute of motion that it almost rises to the dignity of a law. The waves of the ocean are rhythmic in their movement, once in so often there comes a larger wave that marks the strong beat of the ocean's heart. The vibratory waves of air that convey sound to our ears, come in rhythmic order as do waves of light and heat. There is rhythm in our walk—one foot marks a stronger beat or step than the other. Even the mind obeys this law. Professor James says, "But a little introspective



First Floor Plan of the new Chicago Institute.

observation will show any one that voluntary attention cannot be continuously sustained, in that it comes in beats." But rhythm is especially an element of music, as it is of poetry and the dance. A melody without rhythm is like a dance or a march without it. Music in which rhythm is imperceptible violates one of its own fundamental laws. It would be so slow in movement that it would scarcely be perceived as a melody. This describes pretty accurately the effect produced by some classes in their efforts to sing notes at sight. The successive tones are produced with so much labor and uncertainty, so slowly in short, that no sense of successive beats is felt. The singing is a monotonous drawl.

Now every melody, considered as a musical thought, may be conceived as a stream of sound flowing along at a certain speed, and if this rate of speed is maintained in song, the rhythmic element will take the form of groups of beats, the first of which is stronger than the succeeding beat or beats of the group. If the melody is sung too fast, the groups run into each other and the stronger beat is not heard. If the music is sung too slowly no beats are felt at all. The singing in each case is without expression or musical sense. The first requisite then of rhythmical expression is that the music be sung at a proper speed, and in order that music be sung at sight with good movement, it must be easily within the powers of the child.

This takes us back to the idea elaborated in preceding articles, that the first steps in sight singing must be easy, and the succeeding ones slow and steadily progressive. If a plan of this kind is followed, there will arise no need of teaching either rhythm, or the time values of different notes, independent of the melody in which they may occur.

We may sum up the matter by saying, then, that rhythm is established when the music is sung at proper speed, and that the time values of notes will be accurately sustained, if each of the various types, or idiomatic forms of grouping notes for rhythmical effects, is practiced until pupils know them, or until they suggest their musical content to the pupil whether he knows their mathematical values or not.

Rhythm Necessary to Melody.

The time values of notes may as well be sung first as last. To know that a note has two beats is perhaps necessary knowledge; but it will be sung with two beats, only when the child *feels* the beats as he sings the note. If you, as a teacher, are pointing to the notes of a melody as your class sing them, be sure you give the right time values or number of beats to each note. If the class are singing unassisted by you, and they, for instance, give a note one beat that should have three, then sing it to them, while you or they or both beat time. Then let them try again.

Many repetitions of the same rhythmical form as it may occur in various melodies, must be sung before the type is mastered. Time then need never be taught separately from melody, and as for teaching melody without rhythm, why the idea is absurd. There can be no melody where rhythm is absent.

I am aware that in criticising some of the phases of school music, I am attacking ideas very firmly entrenched, and habits of teaching that seem to be as fixed as the everlasting hills. I am aware also that the task of the critic is at best a thankless one, and yet such is the need, as it seems to me, of an overhauling of our ideas and methods in teaching school music that I cannot hesitate. The greatest hopes have been cherished for the ennobling influence of music in our public schools. There has been immense energy, the most enthusiastic and persistent hard work performed by special teachers and supervisors; but the results, while satisfactory in considerable measure, are not commensurate with the effort and time expended. There is an impatience among leading educators that often finds expression, regarding sight-singing.

As they observe the usual school-room process which consists of two or three preliminary operations, such as naming the notes, giving the time names, reciting the key, the signature, the time sign and other trivialities, and see this skirmishing followed by an attack on the notes which must be returned to again and again before the melody is mastered, that is correctly sung, it is not strange if they feel like pushing aside the entire plan, and returning to rote teaching of songs that are musical and interesting, or, if children must learn notes they suggest that at least the painful process be postponed until the primary grades are passed.

Facility in Sight-Singing a Possibility.

Do we then say, that little children *cannot* learn to sing by note? By no means. He is a poor critic who can only pull down, who objects to methods unless he can suggest an alternative. The hopeful dream of developing facility in sight-singing *may be realized*. The only thing that stands in its way is the cumbersome, and (from a musical standpoint) unpedagogical method in present use.

Children are kept at meaningless and unmusical drill upon scales and intervals, for a year or two with no relief except rote songs or an occasional exercise which they laboriously master. They should begin and continue with simple, tuneful melodies until the entire vocabulary of keys and scale intervals is mastered thru short but progressive steps. They should be led to recognize and give expression to the *melody* which is the thought in music, just as they repeat words in their study of reading, to express thought. Everything presented to them to sing should be musically correct in form, grammatical so to speak.

Children who are taught along these lines accomplish results in note singing that will settle the whole question of methods without further argument.

Passing from the primary to the highest grades, the same careful cautious approach to the enemy (I mean the music) is observed. In the sixth year, and even in the ninth, classes are asked to name keys, to locate *do* or *1*; to tell the tones affected by the signature, sharps, and flats, also to recite time-names occasionally, and otherwise prove their knowledge of a few elementary facts which may all be taught in a few lessons in even the primary grades, and which may be kept fresh in mind by a half hour's review once a term or so. When at length the class try actual singing of a new song or exercise, and blunder, the appeal of the teacher is usually to their knowledge, which does not help them at all. For instance, they as a class sing the right syllable, but give the wrong tone. Now of what use is it to ask,—What is the note? Or suppose they sing *fa*, and the note is really *mi*. Why stop and ask them the name of the note? Can they not sing it after they discern what it really is, why waste time in naming it?

Similar cases might be multiplied. They are trivial in themselves, but as crystallized habits in teaching, they are important. It might be interesting to trace the origin and growth of many of these excrescences of method, and habits of selecting the wrong remedy for a mistake in music; but it would do no good. The only good that can come is from a thoro determination to work for the highest good of the children, and to be loyal to truth wherever and whenever we see it. The past is gone, but the future lies before us. That it may witness a great unfolding of the beneficent powers of music for the children of our land, is my most earnest hope.

This concludes the series of Mr. Howard's articles. They appeared in THE SCHOOL JOURNAL on the following dates: February 3, February 10, February 17, March 17, and April 14.

Letters.

What is Needed for the City Boy.

I read with interest the article published in THE SCHOOL JOURNAL for March 31, on "Leaders Reared in the Country Schools." This question has been one of intense interest to me for some time and I have had good opportunities for observation.

If the city boy is to keep pace with the country boy he must have more than manual training at school. He must be given some interest in home; some care, some daily work to manage and be responsible for.

Teachers and school officers should, I think, do all in their power to bring this before the minds of parents. They should be led to believe that children brought up to the age of manhood or womanhood with no responsibilities cannot be expected to meet satisfactorily the grave responsibilities of life when these are suddenly thrown upon them.

This is far more serious than appears at first sight. In a great majority of homes in cities the boy is little more than a boarder as far as responsibility for any work is concerned. He has no direct interest in any part of the home work. His parents are often wealthy and can afford to hire. Here is where the mistake is made, children have faculties to develop and these can only be developed by activity. No parent would expect a boy who had been trained as a mechanic suddenly to become an expert doctor or lawyer. And yet hundreds of parents are asking children who have never known responsibility to keep step with the country boy who has known responsibility all his life.

Manual training can do much for the city boy, but until school people and parents understand that lack of responsibility in early life means something more than "soft white hands"—lack of judgment and complete mental development—I fear the city boy cannot keep step with his country cousin in the battle of life.

Shullsburg, Wis.

E. L. HANCOCK.

Tonic-Sol-Fa and Scale Drill.

Being intensely interested in the matter of public school music. I could not fail to be interested in Mr. Howard's series of articles on school "Methods of Teaching Sight-Singing." His condemnation of scale running as a means of musical education is quite refreshing, and yet if I do not misunderstand him even in his "rational way of teaching sight-singing" in yours of 14th he begins by adopting 43 per cent. of the stigmatized scale as its basis, and seeking as soon as convenient to extend his conquest till the whole scale is placed in service, *i. e.*, instead of beginning by learning the whole scale, which he condemns, he contents himself with, for the nonce, using only its first three tones as "do, ra, mi,"—deferring the others till later.

But my object in writing is not to censor these articles but to call attention to the statement with which "No. IV" of the series opens (April 7). "The scale drill was borrowed without doubt from the tonic-sol-fa system." This statement is not simply erroneous, it is absolutely and absurdly untrue. My earnest hope is that when Mr. Howard penned these words he really believed them to be true. But they cannot possibly be true, for tonic-sol-faists do not allow "scale drill" to enter as part of their "system"; indeed, according to that method of teaching, it is impossible for their students to run any scale—in the sense of Mr. Howard's papers—until they have made considerable advance in the recognition and production of tones.

The tonic-sol-fa method of teaching to sing does not use the scalewise presentation of tone as a means of sight-reading—indeed it purposely and for very excellent reasons avoids everyone of the evils of "scale drill" by making such drill absolutely impossible in the early steps;

and when an advanced stage is reached, and the scale becomes a possibility, its power to injure the musical ear is entirely overcome.

None are so free from the domination of what Mr. Howard so well terms "those terrible intervals" as the followers of John Curwen in his inimitable—tho often imitated—"Tonic-Sol-fa Method of Teaching to Sing," but I must stop, or, before I know it, I'll be writing an essay on the matchless beauties of this wonderful system, and that is not my present object.

Newark, N. J.

JOHN TAGG,

Secretary American Tonic-Sol-fa College.

Education For Culture.

I have noticed that when reference is made in THE SCHOOL JOURNAL to the progress of the negro, mention is generally made of the leaders of the industrial educational idea and their plan for the elevation of the race. Is this done because you believe that the institutions which strive for the development of this people along broader lines and which would give to them a more liberal culture are not doing much good? Dr. DuBois, a negro professor of sociology at a Southern university, suggests that the negro problems center about three points: The problem of bread winning, the problem of knowledge, and the problem of culture. The industrial schools meet only the problem of breadwinning. Is it sufficient to give a people in this American republic nothing more than a sense of value? Is it right to make of them a race of Shylocks? God forbid! And, yet, if the question is met at but the first point, is not this what is done?

All honest minds must see that the negro is almost isolated in the South,—a wide separation existing in the social, educational, civil, and religious life of the two races; and, therefore, wherever examples of refinement and culture and high standards of manhood and womanhood are found among negroes, they are of inestimable value to this people. These are direct results of that longer and more careful training which, in the individual, follows after the problem of knowledge has been begun. Of course, it is open only to the few who possess bright intellects and give evidence of strong character; but each one receiving such training becomes a center of influence and transmits some of his personality and culture to his community. Who can fully estimate the value to this benighted people of men like DuBois, Scarborough, and Wright? Who can measure the service which Atlanta university will ultimately render city negroes thru the medium of its annual sociological conferences? I invite any who doubt that this liberal training is practical, to study without prejudice, the work of the graduates of that institution—selected because it is the most uncompromising in the stand for broad culture, and who has organized and definite post-graduate efforts—and, then, to submit to the public the impressions received.

In fact, the leaders of the material view attract to their sides as fast as possible men who have been persistent in their education. Examine carefully the faculty lists of any of the large industrial schools, and note the number who have attended institutions in which good academic or scientific training is given. This is necessary if good work is to be done. Therefore, the perpetuation of some of the schools of industry has a sort of dependence upon the maintenance of colleges and universities for the negroes of the South.

Then, too, there are many other claims for cultured negroes; *e. g.*, religious work, the professions, the editor's chair, business, the public schools, home life, etc., all of which are suffering from a need of more brains and heart, while the number of this race who have received excellent training is indeed small. If these claims are not answered this people will be a perpetual burden to our country; if heeded, they will enter fully into American life and rank among its choicest citizens.

Anniston, Ala.

GEO. F. PORTER.

Ethics in the School-Room.

We occasionally see articles in the school journals that speak of the necessity of teaching morals and ethics in the school-room. Thus far, however, we have not seen any plan set forth whereby the desired object may be attained, unless we except those who insist that religious instruction furnishes the plan, and claim it should be taught in connection with the sciences. These exceptions, therefore, generally favor denominational schools and found them when they are able.

If it is a fact that graduates of denominational schools, generally, have higher moral characters than those who attend the public schools, it would appear as tho the denominational schools were doing a better moral and ethical work than the others. In passing judgment as to this it is proper to consider that the pupils of the public schools are composed of all classes, many of whom have no moral influences at home. Our observation leads us to believe that the denominational schools do not advance their pupils any farther in the sciences, or give them any better general education; it is doubtful if they give as good. We think it is generally believed by those on the outside, that pupils of denominational schools are not of higher moral character than those of non-denominational or public schools. By good moral character we do not mean church attendance but rectitude of conduct. To all such outsiders it therefore appears that teaching religious tenets, such as denominational schools teach, does not have the effect to make better morals. Outsiders see so many who have been taught and drilled in religious tenets and ceremonies who step aside from acknowledged paths of rectitude, that they conclude, that while religious teaching may, perhaps, develop adherents to a denomination, they do not develop higher moral characters and are therefore as much failures in this respect as the public schools.

We are willing to concede that ethics and moral training should go hand and hand with science for the full development of manhood. An educated immoral person is of greater injury to society than if he were uneducated. Mental discipline does not necessarily bring moral culture. The correctly educated will have both mental discipline and moral culture. It is claimed by some that, "true morality is founded on religious teaching." But each religion, of which there are many, has its own tenets and each denomination is tenacious for its own. How then can ethics be taught in the school on such a foundation without trespassing upon some religious prejudice? The claim is too sweeping. What is religion? The Standard dictionary says: "A belief binding the spiritual nature of man to a supernatural being." In one sense there can be no "supernatural being," as God is just as natural as man and as much a part of nature as he. If the claim above referred to was, that morality is founded on pure religion, then we could go to our testaments and read James 1-27. "Pure religion and undefiled before God and the Father is this, To visit the fatherless and widow in their affliction and keep unspotted from the world." Pure religion, therefore, consists of benevolent acts, without reference to any superior or supernatural being. From this we see that pure religion and morality are synonymous terms, at least one is what the other produces; but, if I were to teach this in the school-room it would offend nearly all the denominations of religion. Of those who claim—"true morality is founded on religious teaching"—it may be asked, what kind of religious teaching? If I teach morality from the religious standpoint of some religions I can say to the pupil, you must not steal, and give as a reason: "For thus saith the Lord," and refer to the religionists' recognized word of God for authority, being careful only as to what I version I quote from.

Cannot the child be taught this—"thou shalt not"—from a moral basis, not as a command from without, but from a desire developed within himself? We think he can be, and even more effectually when we consider that those who give this short-cut reason of, "thus saith the

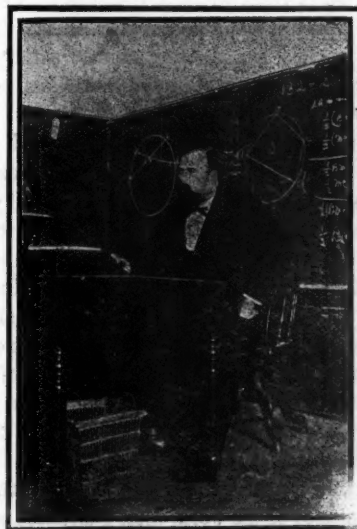
Lord," also teach a method of getting around wrongful acts by teaching a way of forgiveness, without penalty, when the wrong has been committed, so that the person disposed to steal, being posted in the two teachings, can act his pleasure. Is it not ethically better to teach that sin can never be wiped out only by repairing the injury done; that the wrong consists primarily in the injury to one's own self development to true manhood and that sin always leaves a scar? That the value stolen is the secondary consideration? That to steal a slate pencil from a comrade is as injurious to the thief as to steal a dollar from the rich, the injury to self being greater than to the one stolen from? Knowing these things, that the penalty must surely follow, he will no more injure himself morally than he would cut his finger purposely.

It seems to us some system of ethical instruction should be placed in the reach of teachers so that they may learn how to deal with moral delinquents scientifically or from a true ethical standpoint outside of all religions, except the "pure religion" James defines. To say ethics should be taught in the school-room and not show how to do it, is confusing. One teacher informed me that when she left the Normal she had heard so much about the necessity of ethical teaching, without being taught how to go about it, she felt wholly unqualified for her work. What we need most is, a system of ethical instruction for the teacher, simplified, so that he can make the desired lessons effectual, commencing with pupils from four to ten years of age, when they are most susceptible to moral influences. May this not be done by laying a foundation which teaches individual rights in association with others, without reference to any "supernatural beings," accompanied by lessons on the ethics of mercy, kindness, benevolence, and good manners which are minor morals? If yes, then as age creeps on teach these rights as they have been determined by the Common law as expounded by the courts of England and our own land.

A jurist, endowed with proper ability as an author and teacher, could take the principles of the Common law, which are founded in justice, and give us a moral code for a text-book, including actual and imaginary cases, adapted to the child's age, that would expound the rights of individuals in nearly all the relations of life. Such a book would be of lasting benefit, it would teach duties to self and others; it would cultivate the heart and induce the pupil, naturally, and from his own desires, "to visit the fatherless and the widow in their affliction," which James says, "is pure religion," hence true morality and correct ethics.

DAN S. GIFFIN.

Heuvelton, N. Y.



Prin. George H. Howe, of the Kirksville State Normal School, Missouri.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING APRIL 21, 1900.

Efficiency in the Art of Teaching.

There is a great difference between knowing a thing and being able to do it. This applies with peculiar force to teaching. THE JOURNAL believes teaching to be essentially an art, knowledge of whose principles is as important as acquaintance with the laws of perspective in drawing and painting, or of harmony in musical creation. All the theoretical knowledge in the world does not make an artist, tho it may be sufficient equipment for an art critic. This is a point that does not seem to be clearly understood as yet by many who are trusting too exclusively to a knowledge of the principles of education.

We are every one of us acquainted with the deluded victim of theory who feels he possesses a knowledge of genetic psychology, pedagogics, etc., and prides himself on being a model teacher because he can talk about the philosophy of his work. Yes, he can talk, and he does talk, and his hearers know he is talking, and the N. E. A. programs know him, as well as the county paper reports of institutes. He is usually an honest and conscientious digger and differs from the pedagogic sciolist in that he is misguided rather than misguiding. The danger is that he becomes so enamored of theory that he seems to despise the study of the simple questions involved in the art of teaching. It is a bore to him to be asked to consider how spelling is being or ought to be taught. When people of this type meet with reverses as teachers they are pointed out by the lazy and self-satisfied as horrible examples of the uselessness of pedagogy, while the result means nothing more than a demonstration of the futility of learning to swim by study of anatomy, and the laws of gravitation and resistance of matter.

Whatever the ethical or esthetic problems in educational teleology, the immediate duty is the doing of the practical work at hand. Philosophy must be left to the leisure moments of great minds. Right or wrong, the world measures the teacher's work by the foot-rule: can the pupil spell, read, write, and figure? These are the questions that are being continually asked. The teacher who fails in this examination cannot satisfy the world. His theoretic excuses will be regarded—and why not—as mere screens for inefficient work.

The three R's can never be pooh-poohed out of the school-room. They are the only certain measures people have for estimating a teacher's worth. A physician who cannot set a broken arm or cure a simple case of sore throat will not inspire much confidence in patients, tho his professional papers and volumes of "Proceedings" may look down upon him from the library shelves as a fine diagnostician. The physician in Rabner's Satires could always tell at once the Greek name of a disease, but was never able to suggest a remedy or a cure. The world is not far wrong in clinging to simple standards of measurement.

If a teacher cannot give satisfaction in the most elementary phases of his work, what guarantee is there that he is doing wonderful things in matters too elusive for any human tests? Nor is there any reason why he

should not be held to strict account in details. The great masterworks in painting, sculpture, architecture and music reveal perfection in the smallest and least essential elements. It is right that teachers should be asked to produce certain evidence of certain results, and to be able to give certain expert reasons for the things they do and the way they do them.

Here is the field for present investigation. The time of opinionating, groping, experimenting, and talking must come to an end and the way be cleared for research and the establishment—by comparative studies—of reasonable standards for the just testing of results and the efficiency of methods. An educator must be an expert in, or concerning, the *art* of teaching.

Expert Leadership.

Massachusetts has placed itself once more at the head of the movement for promoting the professional proficiency of teachers. Last week the state legislature passed a bill making school supervision by a superintendent compulsory for all towns and cities, after July 1, 1902. There is no doubt that the governor will approve this desirable measure, as he has already promised the pen recording his signature to Sec'y Frank A. Hill, of the state board of education. Expert direction is the great need of the schools. The teachers must have a leader and a reliable adviser. There has been enough of criticism. A good superintendent is first of all a leader; without leadership all his other qualities are of little avail.

THE SCHOOL JOURNAL will speak again of the progress of Massachusetts as regards development in legislation affecting the superintendence of schools.

Oh, for the Days of Grammar!

Dogberry is in evidence again at Chicago. This time he is a school trustee, a Mr. Austin Sexton, who wishes to be "writ down" an immortal. He says that the schools are advancing too fast, and do not give the children a chance to learn to speak or write English correctly. Nor does he want to be guilty of mere destructive criticism, for he adds, "Let us stick to the grammar and the spelling book; give the pupils one hour with the grammar every day—not English literature, Hiawatha, Julius Cæsar, or that sort of thing, but the old-fashioned technical grammar." And to think that Fate has put this man into hustling, progressive Chicago, and made him a school officer under E. Benjamin Andrews at that! What an honorable position he might occupy in China; perhaps the queue would be very becoming to him.

If Mr. Sexton is investigating the question of grammar and does not find anything to investigate in the Chicago schools, there being no such thing in any modern elementary school, he may derive comfort from the fact that the best English was written in the Elizabethan period, before the days of the birth of English grammar. What a time Spenser must have had in writing his Faerie Queene without any technical grammar to consult, and no one will ever know what efforts it cost Shakespeare to create the Dogberry of everlasting fame!

Nowhere are profitable teachers' meetings surer of a large attendance than in Illinois. Over one thousand

enrolled at the recent gathering of the Central Illinois Teachers' Association in session at Champaign. The N. E. A., too, depends for support more upon Illinois than upon any other one state. If New York could get some of this enthusiasm infused in its 30,000 teachers, what a glorious thing it would be!

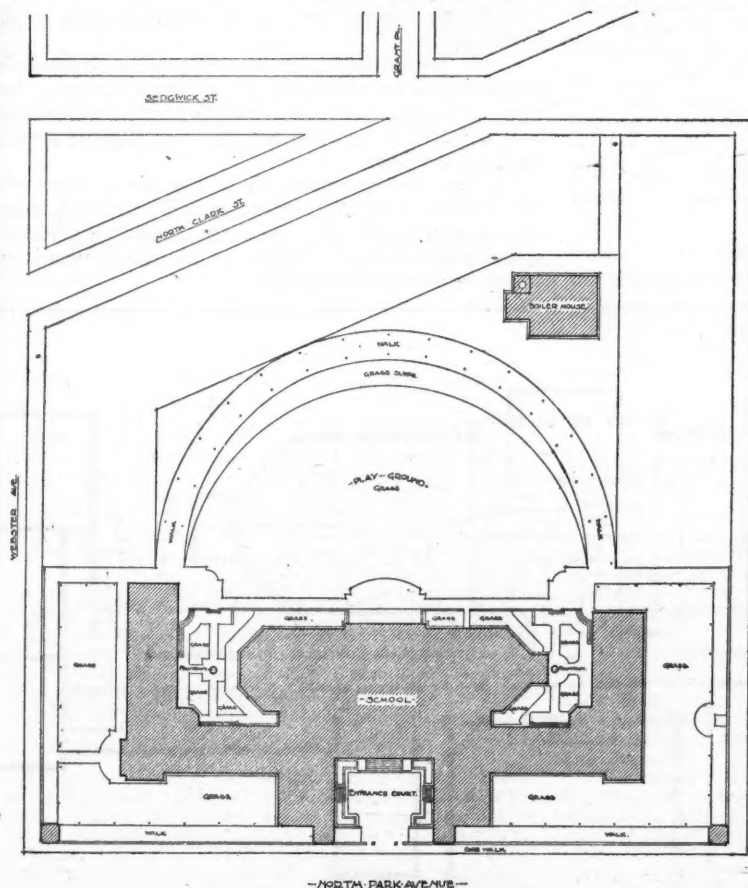
This is the week when Quincy will celebrate the silver anniversary of the advent of Col. Parker as a school reformer. E. L. Kellogg & Company have a souvenir in honor of the occasion containing the biographical sketch published in THE SCHOOL JOURNAL some time ago, together with tributes from persons who have watched the developments of the Quincy experiment and point out its historical significance. The volume is very neatly gotten up and will be on sale at the nominal price of ten cents until the issue is exhausted.

A Sonnet.

As inland waters to the distant sea,
As blossoms to the wooing of the sun,
As shadows to the west when day is gone,
As exiles' thoughts arising lovingly,
To kiss their dearest one in reverie—
So turns the heart to Love when all is done.

When all is done; the battles of the will,
Its victories and failures alternate,
With foes that round the soul are never still,
Sin ever militant, and doubt, and hate,
Wherefrom the weary spirit longs for rest,—
And Love, eternally compassionate,
Comes as a bird unto its wounded mate
And bears the spirit upward into rest.

—FREDERIC MANLEY.



General Plan of the new Chicago Institute.—Jas. Gamble Rogers' Architect.

The Busy World.

Opening of the Paris Exposition.

The great Paris exposition was opened amid pomp and pageantry that would have been magnificent even for the empire. Pres. Loubet, escorted by a squadron of cuirassiers, drove from his palace to the Champ de Mars. As far as the eye could reach there was a mass of cabs, carriages of the ministers of states, ambassadors, generals, deputies, senators, and all that counts in Paris in the way of social eminence, pouring toward the entrance to the Galerie des Machines. Every decoration, every order in Europe, was to be seen. The command of "Present arms," with a roll on the drums and the strains of the "Marseillaise," announced the arrival of President Loubet and the members of the cabinet.

The procession entered the Salle des Fetes, a magnificent apartment hung with priceless Gobelin tapestries and adorned with wall paintings by the greatest artists in the world. As the president passed into the hall between the rows of soldiers with drawn sabers the reception was more respectful than enthusiastic. We have always considered the French rather excitable, but from an American point of view this reception of the president was absolutely tame. The exposition was formally handed over to the head of the state by M. Millerand, the minister of commerce, and M. Loubet replied. The ceremony was concluded by the performance of M. Theodore Dubois' "March Heroique" by the combined orchestras, conducted by the composer.

The present Paris exposition is said to be the greatest world's fair ever held. The impressiveness and artistic beauty of the French buildings and grounds, as they now appear, exceed all expectations. Viewed from the Pont d'Alma the scene is one of marvelous beauty. On every

side of the river great white palaces have grown. Just below the towers of Notre Dame is the Rue des Nations, the product of the friendly rivalry of the nations of the world. Beyond this lies a double line of palaces flanking it. Just beyond is the Esplanade des Invalides, which is connected with the Champs Elysees by the New Alexander III. bridge.

The eye meets nothing but a sea of towers, minarets, gorgeous decorations, flashing finials, and gilded domes. On the right bank rises a picturesque group of buildings forming a reproduction of Old Paris and the splendid conservatories of the Palace of Horticulture.

Down the stream is a magnificent sweep of the Trocadero, with the laughing waters of the fountains glistening in the sun. Facing this is a double line of palaces and the Champ de Mars, culminated in the facade of the Salle des Fetes, the greatest glory of the exposition.

Claims Against Turkey.

The state department at Washington has been having a dispute with the Turkish government over the failure of the latter to pay the indemnity for the destruction of the American missionary property during the riots of 1895. It is evident that, in the belief of the administration, the time is approaching when Turkey must receive the usual sharp hint which is always necessary to make that country pay a debt. Another claim is made against

Turkey, and that is for compensation for the killing of Frank Lenz, the wheelman.

New York Rapid Transit.

A number of bids have been awarded to sub-contractors by the New York Rapid Transit Construction Company. These bids were for materials for the entire construction of the system and for the work of construction of the subways of the greater portion of the routes. Work is to be begun as soon as the contracts are signed and the contractors can get their machinery in position.

Popular Election of Senators.

The bill for the election of United States senators by popular vote instead of by the legislatures was discussed in the senate on April 16. Mr. Hoar did not approve of the measure, as its adoption would give the United States two legislative bodies, both chosen by the people in popular elections, the only difference being that the senators would have a larger constituency than the representatives. The bill was sent to the committee on privileges and elections.

More Fighting in Luzon.

Three hundred insurgent riflemen lately attacked the American garrison at Batoc, province of North Ilocos, but were repulsed, losing 106 men. Captain Dodd, with a squadron of the Third Cavalry, recently surrounded a village in Benquet province, and surprised 200 insurgents living in barracks, apparently a recruiting center for the province. The enemy lost fifty-three men killed and forty-four were captured. One American was wounded.

India's Starving Millions.

At the present time no less than 10,000,000 natives of India are practically starving and wholly dependent on government relief for the means of sustaining life. One who has just returned from the central and western part of the peninsula says that for hundreds of miles not a single stalk of corn or even dry stubble was seen, nor yet a blade of green pasture. There was no water except in the larger rivers and streams. The deepest tanks and reservoirs, which had never been known to run dry, are now as dry as a rock. The whole country is one vast, bare, brown lonely desert, where in ordinary seasons one may see busy thrashing floors studded all over with heaps of grain.

National Capital Notes.

An unsuccessful effort was made in the senate on

April 9 to agree to a date for a vote on the seating of Mr. Quay as senator from Pennsylvania. The final vote may be taken April 23.

The Alaskan code bill was under consideration in the senate on April 9. A lively debate took place on the amendment barring out alien miners.

The senate passed the Indian appropriation bill after rejecting senator Jones' sectarian school amendment.

Puerto Rico's New Government.

The Puerto Rico act was signed by the president on April 12 and became a law. The capital will be at San Juan. Persons who were Spanish subjects on April 11, 1899, and who have not elected to preserve their allegiance to Spain, are held to be citizens of Puerto Rico, and entitled to the protection of the United States. The body politic is called The People of Puerto Rico.

The laws and ordinances of Puerto Rico now in force continue in full force and effect, except as altered by this act, or by military orders, and which are not inconsistent with the laws of the United States.

The old law forbidding the marriage of priests and ministers is repealed.

The vessels of Puerto Rico are to be nationalized and admitted to the benefits of the United States coasting laws. Quarantine stations are to be established.

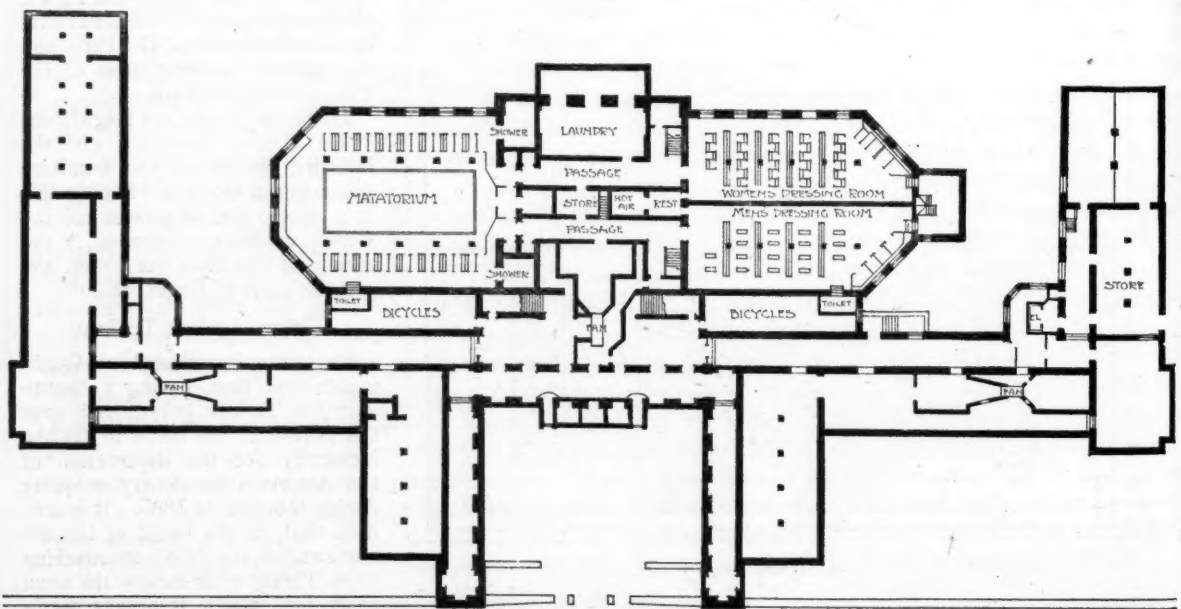
Puerto Rico coins are to be retired, the peso being rated at sixty cents in the exchange. Three months after the act takes effect Puerto Rico coins are not to be legal tender.

Property usually under the control of the United States will so continue, and other properties acquired from Spain will be administered by the Puerto Rican government.

The governor is to be appointed by the president and hold his office for four years, having the powers conferred on governors of territories of the United States, but is to make his reports thru the secretary of state to the president.

Goods from other countries will pay the same duties as those arriving at United States ports, except coffee, which will pay a duty of five cents a pound. Fifteen per cent. of the Dingley rates will be paid on goods sent to the United States.

The first civil governor will be Charles H. Allen, who will be assisted by an executive council consisting of secretary, attorney-general, treasurer, auditor, commissioners of interior and education, and five other persons, who will be natives of Puerto Rico.



Basement Plan of the new Chicago Institute.

The Educational Outlook.

Cuban Teachers to Celebrate the Fourth.

BOSTON, MASS.—A committee headed by Gen. Francis H. Appleton is in consultation with Mayor Hart and other officials as to the welcome to be given the visiting Cuban teachers. They will probably arrive in Boston on the national holiday and will, of course, be given a royal greeting. Superintendent Frye suggests an afternoon celebration in Mechanics Hall or the Boston theater. The chorus of Boston school children could be trained to sing the Cuban national hymn, to be followed immediately by the "Star Spangled Banner." President Eliot will be called upon for a speech which will be promptly translated into Spanish. Every effort will be made to appeal to the feelings of the Cubans, who are known to be an emotional people.

Anti-Cigarette Activity at the Capital.

WASHINGTON, D. C.—The Anti-Cigarette League, of Chicago, has extended its field of operation to the national capital. Permission has been gained from the school commissioners to visit each school-house in the city in the promotion of the work. The plan is to speak for five or ten minutes during school hours and later to form branch leagues among the boys and girls.

Industrial School Project.

COLLINGSWOOD, N. J.—The trustees of the proposed Industrial School for Colored Children are negotiating for the purchase of a farm in this neighborhood. The farm in question has 130 acres and would be an ideal site. In addition to the instruction in farming the curriculum of the school will include bricklaying, plastering, carpentering, and dressmaking. Already over \$8,000 has been subscribed and many times that amount is assured as soon as the project is under way.

Herbartians Reorganize.

ITHACA, N. Y.—The National Herbart Society is being reorganized and for that reason the publication of the year-book will probably be slightly delayed.

The following are some of the features under consideration:

1. *Purpose*: The scientific study of education.
2. *Active Membership*: A relatively small number of active members who shall elect the officers and conduct the business of the society. The chief qualification for active membership shall be the possession of time, ability, and inclination to undertake serious study of educational problems.
3. *Associate Membership*: A large number of associate members, organized into study clubs, who upon payment of a small annual fee shall be entitled to receive the publications of the society and to attend all its meetings.
4. *Publications*: One publication, in year-books and supplements, of the results of scientific study undertaken by the active and associate members, when approved by a committee on publication appointed by the active members.
5. *Self Elections to Active Membership*: An arrangement whereby an associate member may become an active member where there is a vacancy, by tendering to the society for publication a dissertation showing adequate study of some problem in education.

Arbor Day in Baltimore.

BALTIMORE, MD.—Tree-planting was generally on April 10. Most of the schools had appropriate exercises. At the state normal there were the planting of a Norway maple and reading of the governor's proclamation by the principal, Dr. E. B. Prettyman. The pupils of the Eastern high school set out a German linden and sang some pretty verses written by Miss Ida V. Flowers. The students of the Polytechnic institute listened to an interesting talk by Mr. Warren S. Seipp, entitled "From Seed to Seed." In nearly all the grammar schools there were compositions on forestry and other appropriate exercises.

Another Canadian Summer School.

TORONTO, ONT.—The Gill university will this year conduct a summer school, open to both men and women. Courses in art will be a special feature, under the direction of Mr. Henry F. Armstrong who had experience in London and Paris previous to his coming to Toronto two years ago.

Individual Instruction Explained.

BATAVIA, N. Y.—Supt. Kennedy is talking up the benefits to be derived from individual instruction as practiced in his schools. His plan is simple. He arranges the teachers by pairs, one of whom gives her attention entirely to class instruction, the other gives individual instruction to the same set of children, or to those of the class who need it. By so simple a device all the benefits of organization are secured, and the deadly school machine is converted into a giant of intelligence. It costs less to educate the children thus than in the usual plan. Since individual instruction has been introduced in Ba-

tavia the tax-rate for schools has already fallen twenty cents on the thousand.

Meeting of Art Supervisors.

The annual meeting of the Eastern Art Teachers' Association will be held this year in Boston, in the hall of the Massachusetts Normal Art school, May 24-26. A strong program is in preparation, the central topic being, "Art as Related to Industry." Among the speakers will be Dr. Edward Everett Hale, Mrs. Henry Whitman, Mr. Albert H. Munsell, Mr. W. C. Stimpson, Dr. Denman W. Ross, and Prof. H. Sangford Warren. The officers of this association are: Solon P. Davis, president; Frederick H. Daniels, vice-president; Alfred Vance Churchill, treasurer.

Circuit for Exchanging Compositions.

BROOKFIELD, MO.—About a month ago Supt. White began correspondence with different schools of larger cities to get samples of work in competition, and as a result he has succeeded in establishing a circuit which includes the following cities: Kansas City, Hannibal, St. Louis, Chicago, Washington, and Brookline. The compositions of the various grades of these schools will be sent thru the circuit for inspection. The plan has been highly approved by leading educators.

School Picnic.

ST. LOUIS, MO.—The Teachers' Annuity Association has decided to raise funds for the benefit of its superannuated teachers by means of a picnic, to be held at the fair grounds on June 2. The board of education has authorized the sale of tickets by school children to their friends. Each of the forty-eight public schools of the city will be assigned a part in the affair and will be allotted a booth in the grounds. Several numbers in the program will be performed by school children, and every effort will be put forth to make the affair an artistic success.

Need of a Reformatory.

MEMPHIS, TENN.—A recent incident has called to the attention of citizens the need in this country of a reform school. Several school boys, the oldest not yet fifteen years of age, fitted up a shanty near the railroad and started upon a career of depredations. They broke into several stores and disposed of the plunder in a most business-like fashion. Three of them are now held awaiting the action of the grand jury. They can be sent only to the general penitentiary, for there is no reformatory institution in western Tennessee to which they can be committed. They are but types of a class of boys who are unfortunately found in considerable numbers in the schools of this city.

An Excellent Institution.

ROCHESTER, N. Y.—The gift of \$200,000 made by Mr. George Eastman to the Rochester Mechanics' Institute, has called public attention to the good work done in the community by that institution. The new endowment will simply enlarge its sphere of usefulness, which is already wide.

The school is the creation of Capt. Henry Lomb and has been in successful operation since 1835. It has grown rapidly, and now ranks fourth in point of attendance among the trade schools of the country. The class enrollment on Feb. 1 was 1155; the yearly enrollment is much larger.

Mr. George Eastman, whose gift makes a new housing possible, is president of the Eastman Kodak Company, the largest manufacturers of photographic apparatus in the world.

New Manual Training School for Philadelphia.

On the initiative of J. Frank Peterson, president of the thirty-ninth sectional school board, steps have been taken for the establishment of a manual training high school in the southern part of the city. It is claimed that such a school would be of inestimable benefit to the children of working people, to whom the manual training curriculum would be of greater utility than the ordinary high school course. The establishment of such a school will, it is argued, induce many parents to permit their children to receive higher education rather than to go to work after leaving the elementary schools.

Progress in Poughkeepsie.

The annual report of the board of education of Poughkeepsie shows that there has been development in the improvement of material conditions, in the betterment of the nature and means of instruction, and in the enhancement of the efficiency of the teaching corps.

The progress in the first direction has been largely an awakening of public opinion to unsanitary conditions prevailing in some of the schools. Pres. H. R. Powell, of the board of education, believes that altho a proposition to secure one or more new school buildings was last year defeated, persistent discussion of the matter has so aroused public sentiment that reform is not far off.

Supt. Harris reports that the plan of shortening by one year the time required to complete the pre-academic course of study has been successfully carried out.

University Convocation Program.

ALBANY, N. Y.—The convocation of the University of the State of New York is to be held this year June 25-27. There will be the usual railway reductions by which tickets may be secured at the rate of a fare and a third. Hotel headquarters will be at the Ten Eyck. Special rates will also be secured at the Kenmore.

The first session opens Monday, June 25, at 8 P. M. with brief addresses from Chancellor Upson, Governor Roosevelt and several members of the board of regents probably Mr. McKelway, Mr. Lord, Mr. Stimson and the secretary of state. The session is to be followed by an informal reception in the state library to Gov. Roosevelt.

Tuesday morning, June 26, an address is expected from the State Supt. Skinner, on "Education in Cuba." New York's opportunity in connection with this matter will be discussed by Pres. Alex. S. Webb, of the College of the city of New York, Prin. John G. Wight, of the New York girls' high school, and others. Prof. Charles R. Richards, of teachers college and Mrs. Alice P. Norton, of Auburndale, Mass., will speak on "Manual Training in Secondary Schools." The topic will be discussed by Director Barton Cruikshank of the Clarkson Memorial school at Potsdam, Prin. Charles D. Larkins, of the Brooklyn Manual training high school, Prin. E. C. Colby, of the Rochester Athenæum and Mechanics Institute, Prin. Vinton S. Passler, of the Barlow school of industrial arts at Binghamton and others.

Tuesday afternoon "Libraries as a Source of Inspiration" will be treated as follows:

- a. "Public Libraries:" F. M. Crunden, Lib'n Public library, St. Louis, Mo.; W. E. Foster, Lib'n Public library, Providence, R. I.; Melvil Dewey, director New York state library.
- b. "University Libraries:" Dr. James H. Canfield, Columbia university library.
- c. "School Libraries:" Institute Conductor Sherman Williams.

Dr. Nicholas Murray Butler, of Columbia university will present the report on the organization and plans of the joint college entrance board for the Middle States and Maryland. This report will be discussed by Pres. J. M. Taylor, of Vassar; Dean Albert Leonard, of Syracuse university; Dean Edward R. Shaw, of New York university, Brother Constantius, of Christian Brothers' college, Memphis, Tenn., and Prin. Fred Van Dusen, of the Ogdensburg free academy.

The question box will remain open till the close of the session and all are invited to present topics and to join in the discussion of any of the subjects given below.

1. "High School Defects from the College Standpoint." Pres. Thomas Hunter, Normal college of the city of New York. Pres. George E. Merrill, Colgate university.
2. "College Defects from the High School Standpoint." Prin. Charles W. Evans, Elmira free academy. Supt. Darwin L. Bardwell, Binghamton.
3. "Systematic Individual Instruction:" a. In College and University. Prof. H. de F. Smith, Bowdoin college. Prof. Alexander Flexner, Louisville, Ky.
b. In High School, Supt. John Kennedy, Batavia high school.
c. In the Professional School, Pres. William J. Milne, State normal college.
4. What Secondary Subjects are Most Valuable?
a. For a business life, Prin. Thomas O. Baker, Yonkers high school. Prof. Estevan Antonio Fuentes, Cornell university.
b. For a Professional Life, Dr. J. H. Beal, Scio college, Ohio.

Boston Items.

The graduates of Kimball Union academy living in Boston and its immediate vicinity held their fourteenth reunion on Thursday evening, April 5. Mr. Alfred S. Hall presided and Prin. Cummings gave an interesting account of the present condition of the academy; but he emphasized its needs and claimed that they must be met to enable the school to retain its influence.

Cushing academy, at Ashburnham, Mass., will celebrate its twenty-fifth anniversary in June. In preparation for this event the alumni held a reunion, for the first time, at Hotel Vendome, on Monday evening, April 9. Prin. H. S. Cowell and nearly all of the teachers were present, and the time was mainly given up to rehearsals of occurrences when the different persons in attendance were students at the academy. Col. Melvin O. Adams, chairman of the board of trustees, was the guest of honor.

Two sessions of the high school per day at Waltham have been forced upon the school authorities this year, while a dwelling house has been hired for several years to accommodate the large number of pupils in attendance. At last the city has determined to meet the conditions and erect a structure large enough for 600 pupils, on land adjoining the present building. The cost will be about \$54,000.

At the last meeting of the Massachusetts Schoolmasters' Club, Dr. Winship offered resolutions regretting the departure of Supt. S. T. Dutton, of Brookline, to accept a position in Teachers college, New York, and praising the work done by him for the schools of Brookline and for education in general. Prof. Charles A. Haskins, of the University of Wisconsin, outlined the steady advance of education in the West.

The school board of Boston has voted to employ a second junior master in the West Roxbury high school, and Mr. Geo. A. Cowen has been appointed to the position.

Mr. Leverett M. Chase has resigned the mastership of the Dudley school, Boston, to take effect January 1, 1901. Mr. Chase is one of the oldest masters in the city.

Miss Mabel F. Wheaton, assistant in Roxbury high school, resigned April 1.

BROOKLINE, MASS.—The school board is considering the establishment of vacation schools. A report has been received favoring the project, from Dr. Walter Channing, Dr. Horr and Mr. Joseph Walker, who have been investigating the work done in other places. An appropriation of \$500 is recommended as an experiment.

Notes About Chicago Schools.

The experienced teachers, that is the teachers who have taught more than seven years, are in a state of the highest indignation over the reduction of their salaries. The principals were first raised to their schedule and then a 5 per cent. reduction was made. The reduction began in February. The teachers from the first to the sixth year of service were raised to the schedule which should have gone into effect last year; but the others were reduced from \$900 to \$825. If they had been raised to the schedule and then reduced to \$825, 17½ per cent. would have been the extent of their reduction; added to this injustice was the additional injury of taking \$7.50 from their February salary making the decrease take effect in January.

Every one is willing to retrench if retrenchment is necessary, but why all the economics should fall on one class of teachers is puzzling the whole corps. After a respectfully worded request from the Federation for a readjustment had been tabled, an increase was voted to all the office employees.

President Harris explained that these employees had not been raised, only had their salaries "put back" where they were last year.

Mr. Sherwood has a warm place in the teachers' hearts; he was the only one who stood out and refused to vote for the decrease; the other friends of the teachers were absent from the city or failed to appear when the matter was decided.

It is said that Mr. Lane has the "whole say" in his district which means that promotions are made according to his ideas of justice. That is the reason Mr. Lane's teachers have no desire to leave his district. The fact reflects credit both upon him and the committee men.

It is said that when Mr. Lane was superintendent a teacher was slated to be dropped. He made it his business to visit her three times and each time saw an improvement; he not only saw it but he spoke of it, which in itself was an encouragement to better work. She was not dropped and is considered a success, under another principal however. One who has visited the board rooms and noticed the calls upon the superintendent's time can appreciate what three visits from him meant. Is it any wonder that he is beloved in this district and that a visit from him leaves a trail of happiness? If there is anything good he sees it; if any criticism or suggestion is given it leaves no sting; nothing but a wish to do better.

Shall Outside Work Count?

"I believe boys and girls should be given proper credit to count for graduation on original work which they do outside of school," says Mrs. Sherman, chairman of the high school committee of the Chicago board of education, "Some boys are adepts at preparing biological specimens, some at the photographic art, while others are skilful in handling tools. The girls can make dresses and perform other domestic duties which are actual accomplishments. For all these, I think, the school board should give due credit. But I would not want this plan put into operation until a student had passed the second year of the high school course."

Recent Deaths.

CHICAGO, ILL.—Alfred Gardner Welch, headmaster of Lake Forest academy, died of appendicitis, April 12. He had been at the head of the preparatory department of the university for nearly three years and was very popular.

Prof. Welch's career was one of great brilliancy. He was graduated from Lake Forest in 1889, taught for two years at Upper Alton and then became principal of Elgin academy, which he found in a moribund condition, and which he built up into one of the first schools of the middle West. In 1897 he was called to Lake Forest.

ANDOVER, MASS.—Mr. John Wesley Churchill, professor of sacred rhetoric and of elocution at Andover Theological seminary, died on April 13. Prof. Churchill was one of the best known readers in the country and had also attained wide fame as a college preacher. His literary work was voluminous, consisting for the most part of contributions to the *Andover Review*, of which he was associate editor.

OSWEGO, N. Y.—Mrs. Matilda S. Poucher, wife of Prin. I. B. Poucher, of the State Normal school, died on April 6, of apoplexy. Mrs. Poucher was very well known among educational people and was prominently identified with the movement inaugurated by Dr. Sheldon. For twenty-five years she was a teacher in the Oswego Normal school.

In and Around New York City.

Mr. Henry C. Litchfield, for more than twenty-five years principal of public school No. 79, died on April 10. He was a member of many educational societies and was prominent in church circles in Brooklyn. He was also for a long time a manager of the Baptist Home and a director of the Church Extension society. He was born in Hampden, Conn., and came from an old New England family. He was in his seventy-ninth year.

Personally Mr. Litchfield was one of the most popular among the New York principals. His teaching was of a quality to inspire young people. Many of the younger principals and teachers of the city are graduates of his school. Among others Associate Supt. Straubenmuller and Philip H. Grunenthal, principal of No. 27, may be mentioned.

The New York Society of Pedagogy announces a lecture to be given under its auspices by Dr. Charles H. Judd, professor of experimental psychology at New York University School of Pedagogy, April 26, at 4:15 P. M., in the Normal college, Sixty-eighth street and Park avenue. All members of the teaching profession of New York city are cordially invited to be present. The topic will be "Individual Differences and Their Importance to Teachers."

The following course of lectures on "Medicine in its Relation to Teaching," will be given in the chapel of the Normal college, 68th street and Park avenue, on the dates indicated, by James P. Haney, M. D. The lectures will begin at 10 A. M., and are free to members of the teaching profession:

April 21, The Physiology of Growth; April 28, Childhood and Adolescence; May 5, Some Physical Signs and their Significance; May 12, Fatigue, its Nature and Manifestations; May 19, School-made Diseases.

Educational Council.

The regular meeting of the council will be held in Law Room, No. 1, University building, Washington square, on Saturday April 21, at 10:30 A. M. The subject for discussion is "My Philosophy of Education."

The following will read papers: Prof. R. S. Keyser, Jamaica; Supt. E. L. Stevens, Borough of Queens; Prin. Preston H. Smith, Bayonne, N. J.; Supt. F. E. Spaulding, Passaic, N. J.; Prin. Thomas O. Baker, Yonkers, Supt. I. E. Young, New Rochelle, Prof. C. DeF. Hoxie, Yonkers.

Davis Bill Awaiting Governor's Signature.

A hearing on the Davis bill was held on April 13. As announced in THE SCHOOL JOURNAL last week the bill passed both houses over Mayor Van Wyck's veto and thus needed only Gov. Roosevelt's signature to become law.

The advocates and opponents of the measure flocked in great numbers to Albany to lay their views before the governor. If all that Assistant Corporation Counsel Butts says of the bill is true, there will be millions in it for New York teachers.

The opinions of the advocates of the bill were very succinctly expressed by Supt. Maxwell, who brought forward the following good points about it:

"First—It takes the school system out of politics.

"Second—It will stop the constant bickerings between the school boards and the board of education, and between the educational authorities and the finance department.

"Third—It will stop the vexatious delays in the payment of teachers' salaries.

"Fourth—It will fix responsibility definitely for financial management on the board of education.

"Fifth—It will be a boon to the teachers of New York, which will be amply repaid by the improvement of their work when they are untrammelled by the constant fear of financial distress."

Unable to Keep Up With the Population.

The board of education is perpetually face to face with the fact that the school population of New York is increasing too rapidly. A school commissioner recently said, "What is the use of truant officers and of arrests for non-attendance when we supply the truant officers but not the schools for the children to attend?" The school population of the borough of Manhattan alone is increasing at the rate of nearly \$15,000 a year; that means the necessity of a new school-house every four weeks.

To keep pace with such a growth is under present circumstances impossible. The school board last November asked the board of estimate for \$16,784,514. That would have brought the number of sittings nearly up to the number of children. They were granted \$3,500,000. To-day about 5,000 children are quite unprovided for, while upwards of 25,000 are accommodated on the half day plan.

The City College Pedagogical Course.

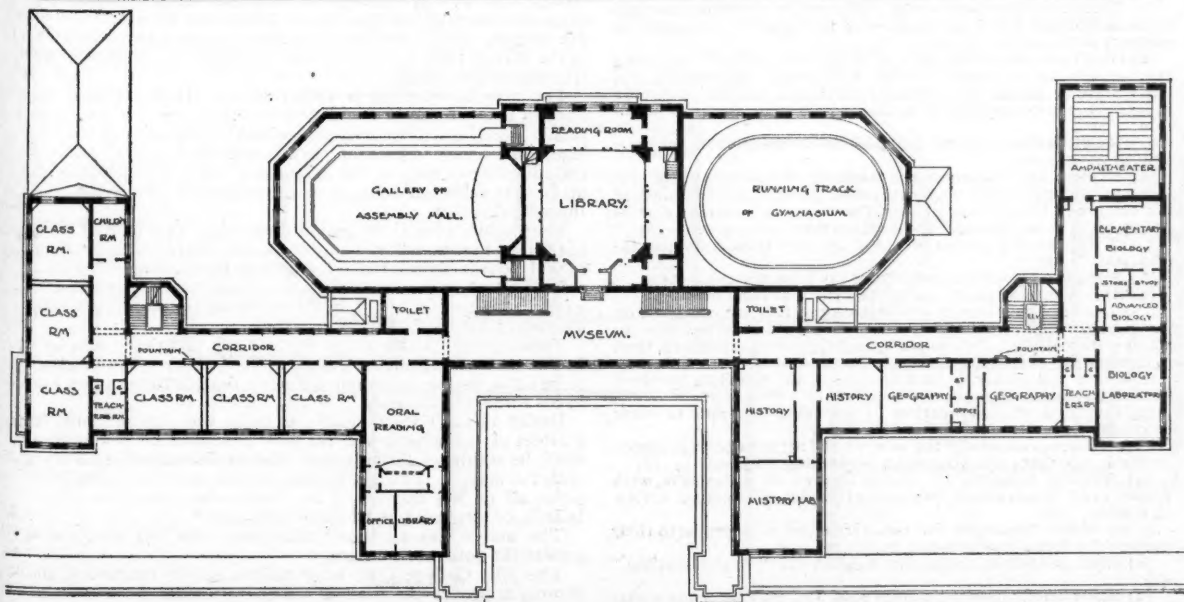
State Supt. Skinner has forwarded to Prof. John J. McNulty, of the City College, the new regulations governing the study of pedagogy as conducted for college students. After August 1 students must do their pedagogical work in the junior and senior years. Instead of 240 hours' work as heretofore they must now give 250 hours to the subject. Before starting upon a course of pedagogy they must have completed examinations in ten elementary subjects. Prof. McNulty already has his courses so arranged that students who select a pedagogical course will have taken everything that is prescribed by the state superintendent. The students will henceforth be specially examined by Supt. Maxwell in the history and principles of education.

A Big Bequest for Cooper Union.

Cooper Union has come quite unexpectedly into inheritance of an estate valued at nearly \$300,000. John Halstead, the donor, was a retired tea merchant, who died last May. The trustees of the Union had never heard of him until the announcement was made that he had bequeathed them practically his whole estate, which at the first news was supposed to be worth about \$20,000. Investigation has subsequently shown that the property is far more valuable than was supposed, and that Mr. Halstead's bequest is one of the largest made in this year of liberal giving.

A peculiar feature of the case is the revelation that Mr. Halstead, while personally unknown to any of the people at Cooper Union, was for years a close student of its work. He passed quietly in and out, making the classes and the reading rooms the study of his life.

Mr. Halstead was born in England and was brought to this country by his parents while a small boy. He learned the joiner's trade, but abandoned it to start a small grocery store in Carmine street. Developing remarkable ability as a taster of teas, he soon built up a special business, which he conducted with great profit. He retired from active life about thirty years ago and lived in retirement. He left no blood relatives in this country, but had a foster sister, Mrs. James S. Wibert, to whom his estate is left in trust. Upon her death it will go without conditions to Cooper Union.



Second Floor Plan of the new Chicago Institute.

Questions for Principals' Licenses.

We print below the full text of the two pedagogical papers set in the recent examinations for principals' licenses in all the boroughs. They will serve to show what sort of preparation candidates for New York principalships must have.

HISTORY AND PRINCIPLES OF EDUCATION.

Time, three hours.

1. The (higher) aim of education is "to qualify the human being for the free and full use of all the faculties implanted by the Creator, and to direct all these faculties toward the perfection of the whole being of man; that he may be enabled to act in his peculiar station as an instrument of that All-wise and Almighty Power that has called him into life."—Pestalozzi.

"The culture which each generation purposely gives to those who are to be its successors, in order to qualify them for keeping up and if possible for raising the improvement which has been attained, is the aim of education."—J. S. Mill.

Contrast these two views of the aim of education, pointing out what they have in common, in what they differ, and the effect of the application of each on curricula. (15)

2. "It is due to a . . . prejudice, inherited from antiquity, against these arts (i. e., the material or manual arts) that their great educational value has not been seen. This value is three-fold: . . ."—Thomas Davidson.

(a) Discuss the view presented in the first sentence of the quotation.

(b) What do you understand to be the three-fold educational value of these arts?

(c) State concisely reasons for and against the introduction of these arts into the elementary course of study. (15)

3. (a) Distinguish between mechanical memory and logical memory. Illustrate.

(b) Distinguish between training and instruction. Illustrate.

(c) What are the distinctive conditions and aims of elementary and of secondary education?

(d) What is meant by self-activity? Illustrate the application of the principle of self-activity in education. (16)

4. (a) Explain the principle of concentration as enunciated by Herbart and his followers. Distinguish between concentration and correlation.

(b) What considerations may be urged in support of the principle of correlation?

(c) Give with reasons your views as to the proper scope and limitations of the application of the principle of correlation in elementary school work. (15)

5. (a) Trace the connection between feeling and intellect; between feeling and will or action. State educational corollaries and illustrate their application.

(b) "As a final test by which to judge any plan of culture should come the question: 'Does it create a pleasurable excitement in the pupils?'"—Herbert Spencer.

Criticise and discuss this statement. (14)

6. "Rabelais, Montaigne, Locke, Rousseau, form a succession." (a) Give reasons for this statement, naming two important principles which these writers held in common.

(b) Name one distinctive feature in the educational theory of each. (14)

N. B.—Answer one of the following:

7. Give from your own experience or other sources an account of the important changes that have taken place in elementary education in the United States during the past fifteen years, and give, with reasons, your estimate of the value of each change.

8. Describe the educational labors of Henry Barnard and those of Horace Mann? (11)

METHODS OF TEACHING.

Time—Three and one-half hours.

1. (a) Regarding a course of lessons in reading, in one of the early years of the elementary school, briefly indicate, with illustrations, two effective ways of leading pupils to understand the meaning of new words. (4)

(b) What considerations would guide you in selecting passages to be memorized, and how would you lead pupils to commit to memory such passages? (4)

(c) Give four directions, such as might be helpful to a young teacher, for guiding pupils to read with proper expression. (4)

(d) State in detail what manual work you deem it profitable to introduce in connection with the study of some specified selection. (3)

2. "Relationship between man and his environment is the very soul of geography."

(a) Explain and illustrate the meaning of this statement. (4)

(b) In the light of the view expressed above, describe a method for the study of a river or of any other topic in geography, indicating facts to be observed and explanations to be given. (8)

3. (a) Explain fully what is meant by the "formal steps of instruction." (6)

(b) State the principles underlying the formal steps. (6)

(c) Give your judgment as to the utility of this doctrine. (3)

4. It has been held that in the teaching of English composition the thought and work of the class should be directed first to whole compositions, then to paragraphs, then to sentences, then to clauses and phrases, and then to single words.

(a) State and either defend or combat the principle involved in such a sequence. (4)

(b) Illustrate the application of the same principle to other subjects. (4)

5. (a) Discuss concisely the subject of drill in teaching, distinguishing excellent and poor ways of drilling. Illustrate. (8)

(b) Without touching on points treated in a, describe, with reasons and illustrations, two typical modes of effective review in history. (8)

6. (a) Write directions for teachers about to begin with their classes the division of common fractions. (4)

(b) Give, in outline, arguments against the "Grube method." (4)

(c) Show briefly how the simple equation may be made a part of elementary arithmetic, indicating the topics to which it is applicable. (3)

(d) Give reasons for or against the use of cases, rules, and formulae in teaching percentage. (4)

7. Answer either a or b: (5)

(a) Give in order the steps to be taken in teaching a class of beginners to discriminate colors. Give reasons.

(b) Indicate briefly what work in observation a class should be led to do as a preparation for drawing a group of objects.

8. Specify the forms of life which you would encourage your teachers to bring into the school-room. Specify forms of life which you would consider it desirable and expedient to keep in a school-room. Give reasons.

9. Give succinctly your judgment as to each of the following points, very briefly indicating the reasons:

(a) The advantages and disadvantages of vertical penmanship. (3)

(b) The proper place of concert recitation. (3)

(c) The point at which the teaching of formal grammar should be commenced. (3)

New Trustees for the City College.

At the hearing before Mayor Van Wyck on the Elsberg bill to give the College of the City of New York a separate board of trustees, Mr. Ferdinand Shack, ex-inspector of schools, made an argument which presents some interesting information with regard to the present method of school administration.

"There is some misconception as to the method of governing the schools in the city," said Mr. Shack. "When the city was enlarged, no attempt was made to bring the schools under one board. Manhattan and the Bronx are under a board of twenty-one members, Brooklyn has its board of forty-five, and Richmond and Queens have also separate boards of nine members each. There is, so to speak, Home Rule by boroughs.

There is a central board, styled the board of education, consisting of the chairman of each of these four school boards and of ten men elected by the school board of Manhattan and the Bronx, and five by the Brooklyn board.

The board of education has nothing to do with the scholastic side of education. If, for example, the board should desire that geometry should be taught in Brooklyn, it would be perfectly powerless to enforce its order—that power belongs to the local school board. The central board has to deal with the material side of education, such as buildings and finance, and does not at all correspond to the board of education that existed before the new city was formed. Its functions are entirely different. It is the school board of Manhattan and the Bronx that within its jurisdiction corresponds to the former board of education.

A new problem has therefore arisen as regards the City college, because of the new city. Obviously, it would not be appropriate to have as the board of trustees of the college, one of the local school boards; but it is equally clear that it is quite anomalous to have the board of education, selected for the purposes above stated, the board of trustees of the college. It is a board selected for an entirely different purpose, and with a prescribed number from each of the city boroughs.

The numerical representation of the various boroughs is, no doubt, appropriate for the above-mentioned purposes, but there is no corresponding fitness in thus apportioning the members so far as the college is concerned. It is the college of the entire city, and men from any part of the city who are qualified for the college trusteeship would seem to be appropriate men to be selected.

The present is an extremely roundabout way of selecting college trustees. The school board, say for Richmond, selects its chairman because of considerations quite apart from the college, and yet, by force of the fact that he is chairman, he becomes a member of the central board and thus a trustee of the college. What possible objection can there be to lodging in the mayor the power in the first instance, to designate the trustees of the college?

The present situation is embarrassing. It might very well happen that the mayor might wish to select a man who is particularly well suited for the college trusteeship; but as the college, altho a very important part, is still only a small part of the educational system, the mayor might feel it impossible to make that selection because of other matters connected with the school system.

Then again, even if the mayor does select that man, it does not follow that he will get on the central board. The various school boards cannot make the college the all-controlling consideration when they are selecting a chairman or sending delegates to the central board, which exists for purposes so totally different from the college trusteeship.

Then again it is almost too much to ask that every man who in this fashion becomes a trustee of the college must, in order to be such, do the overwhelming work that devolves upon him in his three-fold capacity.

Under this bill the mayor is to make the appointments of trustees of the college, and the only requirement is that they shall be residents of the city. The whole subject thus rests with the mayor. There is nothing to hamper him; he may appoint all of the trustees, if he deems wise, from the school boards, or otherwise as he shall deem best.

The mayor has approved this home rule bill, which now awaits the governor's action.

The City College Club is, of course, deeply interested, and thoroely approves the Elsberg bill as it provides for a separate board of trustees of nine men with long terms of service, who can thus devote their efforts wholly to the good of the college.

Interesting Notes from Everywhere.

NEW ORLEANS, LA.—The regents of Tulane university have elected to the presidency Dr. Edwin A. Alderman, president of the university of North Carolina. Dr. Alderman will have a salary of \$6,000.

WILMINGTON, DEL.—The city council is unable to pay its teachers, and so great are the financial straits that work has been stopped on the new high school.

BLADENSBURG, MD.—Mr. F. A. Springer has resigned the principalship of the Bladensburg school to accept a teacher's position in Washington. The Bladensburg school has been a source of considerable trouble to the school authorities, owing, it is said, to the insubordination of the pupils in attendance. Several teachers have been employed, but each in turn has resigned on account of the difficulty in enforcing discipline.

WASHINGTON, D. C.—The *Washington Post* is pushing energetically what it calls "A new deal in the schools." The deal contemplates a new board of trustees in whom will be vested much of the power now lodged with Supt. Powell.

WATERVILLE, ME.—Bates college has received a gift of \$20,000 for the new library building of the college. The donor turns out to be, not Andrew Carnegie as was at first thought, but Joseph A. Coram, a wealthy soap manufacturer, of Lowell, Mass.

LAKE KEUKA.—The sum of \$100,000 has just been given to Keuka college by Ball Brothers, glass manufacturers, of Muncie, Ind.

SOUTH BETHLEHEM, PA.—The physical laboratory of Lehigh university, which was recently destroyed by fire, will be immediately rebuilt and will be ready for occupancy, fully equipped in the department of physics and electrical engineering at the opening of the college year next September.

MEMPHIS, TENN.—Owing to the failure of the city council to grant the appropriation asked for by the board of education, the school officials will this year be confronted with a shortage of between \$20,000 and \$30,000. Three expedients are being considered to make ends meet: To reduce the salaries of teachers; to close the schools two months earlier than usual; to create a debt by borrowing money.

Barnard college has recently received a gift of \$100,000 from a giver who prefers for the present to be unknown. A condition of the gift is that part of the interest accruing from it shall be applied to the payment of several annuities, but on account of the extreme age of the beneficiaries the entire sum is likely soon to revert to the college. The gift will be formally acknowledged at the May board meeting.

WASHINGTON, D. C.—A mass-meeting of the colored people of Washington was held on April 7 to demand a negro superintendent for the colored schools. Prof. John F. Cooke presided at the meeting. Resolutions were unanimously adopted condemning the abolition of the position of superintendent of colored schools and demanding that in the proposed reorganization the board of education should be increased to nine, so that proper representation may be given colored citizens on the basis of the enrollment of colored children.

Training School Given Up.

SPRINGFIELD, MASS.—The school committee has voted to close the Tapley training school at the end of this year. It

was opened in 1888 because it seemed then that the Westfield normal school, to which the Springfield teachers naturally went for pedagogical instruction, was not doing all that could be expected in an educational way. Now, however, the Westfield institution is admittedly so strong that the need of any training school in Springfield is not apparent. The city school has at present only twenty students and it is felt that the excellent ability of the principal, Miss E. M. Reed, can be better employed in the direction of the grammar grades now located in the Tapley building.

Anti-Cigarette Activity.

Several Chicago business houses, together with the C. B. and Q. railroad, have put a law upon cigarette smoking by absolutely refusing to employ young men who smoke cigarettes. The Anti-cigarette League is behind the movement, which seems to be spreading with great rapidity.

Manual Training Teachers Salaries in Philadelphia.

The board of education has received a communication from Prin. William L. Sayre, of the Central Manual Trainingschool, and some twenty of his faculty calling attention to the fact that as compared with the teachers in the other high schools they are quite underpaid. The principal, for instance, received \$3,000, while the principals of the other schools get \$4,000. The teachers in the academic department of the Manual Training school receive \$1,500, while the teachers in the other schools, who do exactly similar work, have \$2,500.

The point made is that while it would have been unwise to pay large salaries during the experimental stage of manual training, that stage has long since passed. The manual training has properly made for itself a place in education. It is time therefore that the teachers in the manual training schools should be put upon a basis of equality with their professional associates.

Educational Meetings in April and May.

April 27-28.—Western Nebraska Educational Association, at North Platte. Secretary, Jennie White, North Platte.

April 27-28.—New Jersey High School Teachers' Association, at Newark. President, H. C. Krebs, Somerville, N. J.; secretary, Cornelia MacMullan, South Orange, N. J.

May 9-11.—Western Drawing Teachers' Association, at Grand Rapids. Sec'y, Caroline M. Neile.

May 11.—New England Association of School Superintendents, at Boston. Secretary, R. D. McKeen, Haverhill, Mass.

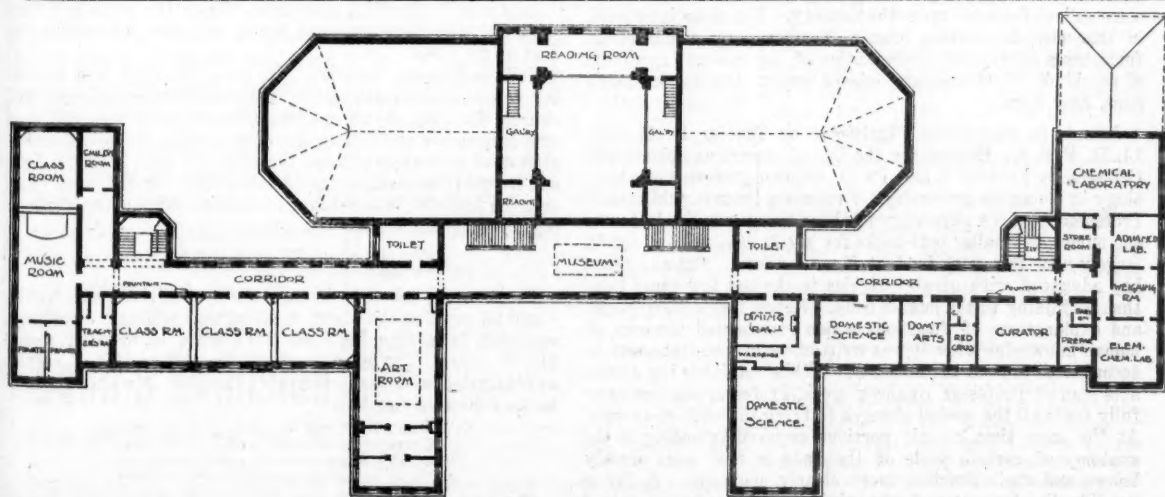
MAY 12.—New Jersey Association for the Study of Children and Youth, at Trenton. Sec'y, F. E. Spaulding, Passaic, N. J.

MAY 24-29.—Eastern Art Teachers' Association at the Massachusetts Normal Art School, Boston. Pres., Solon P. Davis, Hartford, Conn.

"Safe bind, safe find." Fortify yourself by taking Hood's Sarsaparilla now and be sure of good health for months to come.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish *THE TEACHERS' INSTITUTE*, monthly, \$1 a year; *THE PRIMARY SCHOOL*, monthly, \$1 a year; *EDUCATIONAL FOUNDATIONS*, monthly, \$1 a year; *OUR TIMES* (Current Events), semi-monthly, 50 cents a year; *ANIMALS*, monthly, \$1.50 a year; and *THE PRACTICAL TEACHER*, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free E. L. KELLOGG & CO., 61 E. Ninth Street, New York.



Third Floor Plan of the new Chicago Institute.

Notes of New Books.

The International Geography, by seventy authors, with four hundred and eighty-eight illustrations; edited by Hugh Robert Mill, D. Sc. Part one treats of the principles which determine geographical relations, measurements and locations, and their representation in maps. Then follow the present physical features of the earth's land areas and water basins, with the causes which have determined their condition, with climates. It ends with the distribution of animals and men as governed by physical conditions.

Part two, divided into seven books, treats in detail of the various continents and countries. The several chapters are the works of specialists in geography, generally residents in the countries of which they treat. The basis of the description is the physical features of the several countries, and the relations of commerce, of population, and of employment to these features are developed historically, so indicating the geological changes which have produced the present condition. Just sufficient attention is given to present political geography to record the essential, and great care is shown in giving boundaries, capitals, and other facts to make the work up-to-date. Compact statistical tables present the salient facts of wealth, population and religion. The most important use of the work will be as a reference book of geography. (D. Appleton & Co., New York. Price, \$3.00. L. R. F. G.)

Training of the Young in Laws of Sex, by Rev. The Hon. E. Lytton. Considering the increasing evil of social vice, particularly in England, this essay seeks a remedy that shall strike at the primary cause. It lies in the ignorance which leads to indulgence until the habit of evil is established during the years of sexual development. Here the danger belongs principally to boys whose passions are essentially selfish. Hence they must be taught the meaning of sex and its relations, so as to be equipped to meet the temptations of this critical period, and this teaching should not be fragmentary and by hints, but clear and complete. While such instruction may come from a physician or teacher, its place is the home, and the parent should be the instructor. Such teaching will strengthen the respect of the child and develop moral stamina. (Longmans, Green & Company, London.)

The Races of Man, an Outline of Anthropology and Ethnography, by J. Deniker, Sc. D., chief librarian of the Museum of Natural History, Paris. Beginning with the unity of the human family and showing how quickly it divided into various races, the author proceeds to show the close affinity between man and the other primates. The various characteristics in the form and appearance of the body found in different races show man's essential variations. Certain morphological characters correspond to these external forms, particularly in the skull and parts of the trunk. Then the differences to be found in the functions of the various races are pointed out, especially those connected with marriage and child bearing. The social customs, legal rights and duties, and religious observances vary with the different races, yet all have certain common features, most of which seem to have been determined by conditions of climate rather than by a common ancestry. The various ethnic groups are carefully presented, beginning with those of Asia and ending with the natives of America. The text is illustrated with characteristic engravings from photographs which impress the more salient features upon the memory. For those interested in this most fascinating branch of science, this compendium furnishes a satisfactory presentation of our present knowledge of mankind. (Contemporary Science Series. Charles Scribner's Sons, New York.) L. R. F. G.

Lessons in Elementary Physiology, by Thomas H. Huxley, LL.D., F.R.S. Edition for the Use of American Schools and Colleges, by Frederic S. Lee, Ph.D., adjunct professor of physiology in Columbia university. Ever since its first publication, Professor Huxley's physiology has been the standard. In truth, the numerous smaller text-books for use in schools have drawn largely upon this work for fact, if not for form. But no science has advanced with greater strides in the last few years than that pertaining to the human body. Hence, many descriptions and explanations of functions which represented the sum of human knowledge when it was written, require re-statement to accord with present advancement. While retaining the admirable plan of Professor Huxley's work, Professor Lee has carefully made all the needed changes to bring the work up-to-date. At the same time, certain portions required extending as the anatomy of certain parts of the body is now more exactly known and their function more clearly made out. So far as possible, the language of the original work has been retained and these new portions written in a style to correspond. The

revision will prove as valuable as the former work. (The Macmillan Company, New York. Price, \$1.40.) L. R. F. G.

The Nervous System of the Child, Its Growth and Health in Education, by Francis Warner, M. D., lecturer at the London hospital. Dr. Warner has examined about one hundred thousand children of different ages and at different periods in their development, and this book presents the results of his study, as bearing upon education. Mental expression is absent at birth, due to the undeveloped brain, and the regular development of that organ is traced until the close of the school age. The characteristic movements which are the expression of normal brain action and mental power are pointed out both in conditions of repose and of excitement, as well as those which indicate a lack of proper and uniform growth. Thus the book becomes a manual of directions in "child study" for teacher and parent. A very careful chapter attempts to direct teachers how to apply the principles discovered to advanced pupils and to the development of a better system of education. (The Macmillan Company, New York. Price, \$1.00.)

The Teaching of Elementary Mathematics, by David Eugene Smith. This book will be a source of real inspiration to teachers. It presents in simple form the results of mathematical scholarship, to be absorbed by them and applied in the classroom. The author shows how elementary mathematics has developed in history, how it has been used in education and what its inner nature really is. Taking in succession the subjects arithmetic, algebra, and geometry, he answers at length the question: "Why is this subject taught?" An historical sketch of the growth of each subject is given, as well as an account of the development of teaching it. In connection with geometry, he quotes an English teacher: "Why is it that the teacher, when he comes to the teaching of Euclid, is confronted with such great difficulties that his belief in the rationality of human beings almost disappears with the last vestiges of that good temper which he himself once possessed?" In this connection he makes a strong plea for inventional geometry to precede demonstrative. (The Macmillan Company, London and New York. Price, \$1.00.) E. W. TABLEY.

Lessons on Morals, by Julia M. Dewey, is arranged for high schools, grammar schools and academies. The author states that the object of the lessons is "to suggest such material for moral instruction as shall come within the comprehension of the young who are beginning to emerge from childish things and to reach out for more manly and womanly ideals." There are twenty-six of the lessons and they include duties to the body, industry, economy, honesty, truthfulness, time, order, benevolence, the home, the school, the state, nature and reading. The book is written in simple language and is very readable indeed. Each lesson concludes with a number of practical questions on the topic treated. Miss Dewey has successfully met a real want with her little book, *Lessons on Morals*. (Hinds and Noble, New York.)

The Toiling of Felix, and Other Poems, by Henry Van Dyke, the well known literary critic, is a volume that is noted for its high qualities, both as to thought and expression. The long poem, "The Toiling of Felix," deals with one phase of the labor question. The poet has taken for text some striking words attributed to Jesus—words found on a fragment of papyrus book in the rubbish heaps of Oxyrhynchus, near the Nile. This half contains five short sentences, each introduced by the words, "Jesus says." The fifth utterance, "Raise the stone and thou shalt find Me; cleve the wood and I am there," is made the text of the poem.

Felix is a young Christian. He seeks the Lord thru pondering voluminous creeds, keeping holy vigil, haunting shrine and church, dropping one by one the duties of a common life; but prayer, penance and fasting are of no avail. He asks passionately that he may be granted the vision of the Master's face, and is told if he seeks aright he shall find. In the cave of an evite he finds the tattered fragment of an old papyrus, containing the pregnant words—

"Raise the stone and thou shalt find me
Cleave the wood and there am I."

He joins the laborers in a quarry by the river, and having found his place in the world of labor, the old dream of solitary sainthood fades from his mind, and a sense of spiritual repose fills his heart. The poem expresses the modern idea of service as contrasted with the mediæval. The idea is well expressed in the following couplet—

"They who tread the path of labor follow
Where my feet have trod
They who work without complaining do
The holy will of God."

The book contains another long poem, *Vence*, and several short poems that will be appreciated by the lover of poetry.

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (one hundred twenty-four pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Interesting Notes.

A Burning Arctic Cliff.

Prof. Andrew J. Stone, a scientist of New York city, has just returned from an exploration of the northernmost coast of America, along Franklin bay, during which he traversed more than 1,000 miles of coast line hitherto practically unknown. The most astonishing thing found was twenty miles of burning coast line (in longitude 128, west) within the Arctic circle.

The cliff rises directly from the sea to a height of from twenty to 2,000 feet, and along its whole extent was one mass of burning lignite and dense clouds of smoke.

For several days Professor Stone's party followed the walls of burning lignite along the coast of Franklin bay, and only left them at the Constable river, also discovered by this expedition. In this twenty miles millions of tons of coal are being consumed almost every day, and the heat and energy produced in them is incalculable, but in the frozen North, surrounded by perpetual snow and ice, these fires are useless and lost.

One of the most remarkable and beautiful features of these miles of burning coast line is the variety of color that they present. Overhead is the pall of dense black smoke; below the blue gleam of the eternal Arctic ice. On the wall of this burning cliff the heat has produced a variety of rich, warm tones from cream to a deep, rich red, all the shades of terra cotta.

On top of this burning cliff the country extends far inland in a level plain devoid of snow and ice. This would indicate that the burning coal strata extended for a great distance horizontally below the surface. In places the surface is so hot that a man cannot walk upon it. The smoke and heat exhude through the porous soil.

Where did this coal which perpetually burns in the Arctic come from? Professor Stone has an idea that they were formed by great beds of seaweed or kelp. The Mackenzie river, which flows through this country, is one of the greatest on the continent. It is from one to two miles broad and very deep. Its tributaries are all great streams—the Athabasca, the Liard, and the Peace. It drains an immense lake system, on which many of the lakes are very large, notably the Great Bear and Great Slave, each of which is one hundred and fifty miles wide. Its small feeders extend to as far as Winnipeg, almost on the northern borders of the United States.

In the far past millions of tons of drift wood went down these streams into the great sea that washes North America's most northerly coast, and were cast back upon its shores. This is probably where the coal that is burning on the shore of Franklin bay came from. Or was it left on the shores in the days of the mammoth, thousands of years ago, when the vegetation of the Arctic was as luxuriant as that of the equator of to-day?

Exploring North American Wilds.

The town of Edmonton, situated at the northern end of the most northerly branch of the Canadian Pacific railway, about seventy-five miles east of the Rocky mountains, is the place from which explorers and trappers start for the Barren Grounds, the Peace river valleys, and the far region of the Mackenzie basin. It is the gateway to a country that extends northward for eighteen hundred miles. On its streets the half-breed dog driver, the French trapper, the Canadian mounted policeman, the Scotch fur trader, and the Indian hunter jostle one another. Cayuse "jumpers" pass up and down and dog trains scurry by. It is there, after its long trip of 2,012 miles, the "Mackenzie River Packet"—the mail from far off Fort Macpherson—is transferred from dog sled to railroad train.

A few weeks ago an expedition sent out by the Dominion government, left Edmonton for a trip which will cover more than 4,000 miles by snowshoes and canoe. It is in charge of J. W. Tyrrell, a well-known Canadian explorer, who, with his brother, J. Burr Tyrrell, completed, in 1893, a journey of 3,200 miles by canoe and snowshoes, through the southern end of the Barren Grounds, lying between Lake Athabasca and Chesterfield inlet. The route to be taken on the present trip extends further north, through a land hitherto unexplored.

On the southern limits of this unknown land Tyrrell during his former trip saw herds of caribou that completely covered

the country. For two months he was never out of sight of caribou, and every day for nearly two weeks he saw immense herds that must have numbered hundreds of thousands. Besides caribou, the musk ox, Barren Ground bear, Arctic wolf, timber wolf, wolverine, Arctic fox, and Arctic hare are to be found there; and the polar bear prowls along the eastern and northern borders. The Eskimos who live along the coast of Hudson bay and the Arctic ocean, frequently make hunting excursions into that wild land.

On his return to Edmonton Tyrrell expects to have covered about 2,200 miles on snowshoes, and 2,000 miles by canoe. The most northerly point he expects to reach will be 65 degrees north latitude. He figures that the date of his return will be about the middle of November.

He is commissioned to explore and report on the character of the country, paying particular attention to geology, botany, zoology, and to determining the magnetic force and declination.

Last Tour to Old Point Comfort, Richmond, and Washington Under Personal Escort.

The last six-day personally-conducted tour of the season to Old Point Comfort, Richmond, and Washington via the Pennsylvania Railroad will leave New York and Philadelphia on Saturday, April 28.

Tickets, including transportation, meals en route in both directions, transfers of passengers and baggage, hotel accommodations at Old Point Comfort, Richmond, and Washington, and carriage ride about Richmond will be sold at the rate of \$34.00 from New York, Brooklyn, and Newark; \$32.50 from Trenton; \$31.00 from Philadelphia, and proportionate rates from other stations.

OLD POINT COMFORT ONLY.

Tickets to Old Point Comfort only, including luncheon on going trip, one and three-fourths days board at that place, and good to return direct by regular trains within six days, will be sold in connection with this tour at rate of \$15.00 from New York; \$13.50 from Trenton; \$12.50 from Philadelphia, and proportionate rates from other points.

For itineraries and full information apply to ticket agents; Tourist Agent, 1196 Broadway, New York; 789 Broad Street, Newark, N. J.; or Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

Iron Cleaned by Sand Blast.

The ironwork of railroad bridges and other structures became corroded and rough through exposure. Often they have to be scraped at considerable expense before they can be repainted. A sand blast has been adopted for this purpose by the Boston and Maine railroad. Dry sand is driven through a nozzle up compressed air, at a pressure of fifteen pounds to the inch, and directed against the ironwork, the result being to leave the surface clean and bright, after which it can be painted to best advantage.

Marvelous Growth of Minneapolis.

Only a few decades ago two raw villages were separated by the Falls of St. Anthony on the site of the present city of Minneapolis. A little sawmill was started and from that small beginning has grown the magnificent city of to-day. In 1880 it had a population of 42,000; now it claims 225,000.

The Flour City owes its present grandeur to its New England blood—to the men who came from the older states in the early history of the city and who knew the advantages of water power, the value of mills and factories, and how to create wealth from nature's raw materials. They began the erection of flour mills and associated factories, and a little later came the big plants which have since converted

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All kinds of Humor	Psoriasis
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The great period of growth was in the ten years beginning in 1880, at which so many railway systems were built to the Northwest. Minnesota, Wisconsin, the Dakotas, and northwestern Iowa were filling up with new population. There were thousands of homes to build and mouths to feed, and farms to be stocked with machinery and implements.

For years Minneapolis was the second largest distributing center of agricultural supplies in the United States. Up to 1899 Kansas City held first place; then Minneapolis passed ahead of it and now in that field leads all cities in the world. It is also the greatest flour-manufacturing city and the largest lumber-making city in the world.

The Athenium Club Admits a Rabbi.

Dr. Nathan Adler, England's chief rabbi, has been accorded a rare honor by being admitted to the Athenium club. He was admitted under a special rule.



DR. N. M. ADLER.

When Thackeray strove for entrance under a special rule he was rejected, although he had the support of Macaulay, Croker, Hallam, Milman, and Earl Stanhope. Some of England's greatest men have stood waiting for years for the doors to open. As a rule fifteen years probation is required of a candidate.

Even then he is not sure of success.

As member of the Athenium, Dr. Adler will be thrown into close contact with the flower of the English episcopate. Lord Salisbury and Mr. Chamberlain are members of the Athenium and frequently lunch there. Other Jews who have been introduced into the charmed circle include Sir Moses Montefiore (mun-te-fee-oh're), Mr. Solomon Hart, R. A., and the late Professor Sylvester.

The Future of Guam.

The interest in the island of Guam (gwahm) since the war with Spain has been due mainly to Captain Leary, its picturesque naval governor. Now we are told that the natives are to be entrusted to a new governor, Commander Schroeder. Captain Leary is coming home at his own request, and it is said to be due to his energy in putting the island's affairs into good condition that the navy department now entrusts the post to an officer of lower rank.

Guam is expected to have a great commercial future. Besides being a naval station, all the Pacific army transports are expected hereafter to touch at the island on the voyage to and from Manila, the projected Pacific cable will have a station there, a mercantile coaling station will, it is thought, soon be established, and this will attract merchant vessels, so that Guam will become a regular port of call for the shipping in the Eastern seas.

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New Tribe of Eskimos Found.

On Southampton island, in Hudson's
bay, has been found a tribe of Eskimos
who had never seen a white man until a
few months ago. This
island is as large as the
state of Maine, and is sit-
uated in the northwestern
end of Hudson's bay.



ESKIMO WOMAN

For centuries this tribe
has not had the slightest
communication with
other Eskimo. When
discovered they were still
living in the stone age,
and knew no metals until
they were introduced
within a year by visiting
whalers, and to-day they
live just as they did when
they first emigrated—
from no one knows where.
Their residence probably
antedates the discovery

of America by Columbus.

They speak a dialect different from that
of any other known tribe. Their huts are
built of the skulls and jaws of whales, covered
over with skins of animals. Snow
huts are the fashion among other
Eskimo.

In the middle of their primitive dwelling
stands the stone lamp (raised a little from
the ground) which lights the home, heats it,
cooks the food, serves for melting snow,
drying clothes and the perfecting of some
of their weapons and implements. Among
the Greenland Eskimo this lamp is hol-
lowed out of soapstone, but on Southamp-
ton island the lamp is made of a flat piece
of limestone, around the edge of which
narrow pieces of limestone are glued.
Their pots are made of the same material.

The women's clothing is made of the
skin of the reindeer, sewed skilfully and
neatly with needles of bone and sinews in-
stead of thread. The chief peculiarity lies
in four bags, two on the shoulders and two
on the legs. It is a tradition that formerly
these bags were much larger and were
then used for carrying the children in.
The style still persists, however, though
children are no longer carried in this fash-
ion.

Another peculiarity of feminine fashion
on Southampton island is the head dress.
Nothing like it has been discovered the
world over. The women plait their hair in
two plaits, parting the hair in the middle.
The ends of these plaits are then brought
over the shoulders and introduced into
two tubes of deerskin, about an inch in di-
ameter and two feet long. From the lower
end of these tubes hang whips of hair.

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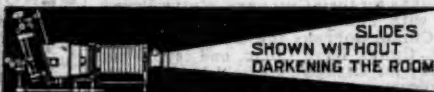
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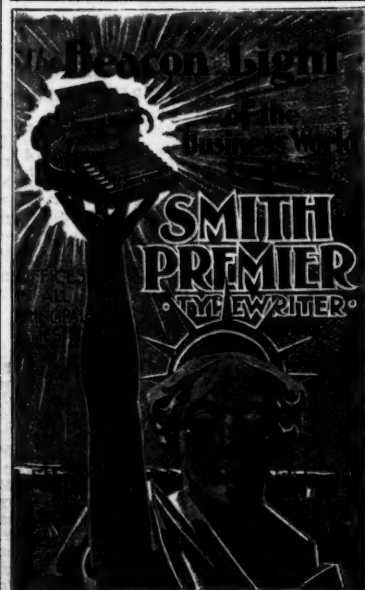
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